

St. Sebastian's R.C. Primary School



SEND Policy

Names and Designation of Policy Author(s)	Miss Platt, SENDCo	Is this a Statutory Document?	
		Yes	
Approved by:	FGB		
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Target audience	Staff, parents, governors		
Links to other strategies, policies, procedures etc.	Child Protection and Safeguarding Policy, Admissions Policy, Pupil Equality, Equity, Diversity and Inclusion Policy, Supporting Pupils with Medical Conditions Policy, Accessibility Policy, Anti-Bullying Policy, Complaints Procedures Policy, Cared for Children Policy, Suspension and Exclusion Policy, SEMH Policy, Behaviour Policy, SEN Information Report, Data Protection Policy, EYFS Framework.		

Mission Statement

As we walk in the ways of the Lord, we will:

- Keep Christ at the heart of all we do.
- Love learning and grow our gifts and talents
- Make lasting memories full of joy
- Understand our special place in the family of God
- Open our arms in love to all
- Live life to the full

SPECIAL EDUCATIONAL NEEDS and DISABILITIES POLICY

In accordance with the SEN and Disability Code of Practice:

‘A child has a Special Educational Need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.’

Under the Equality Act 2010, a disability is *‘a physical or mental impairment which has a long term and substantial adverse effect on a person’s ability to carry out normal day to day activities.’*

For the purposes of this policy, a child is defined as having SEND, if they have:

- a significantly greater difficulty in learning than most others of the same age.
- a disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream settings.
- special educational provision that is additional to or different from that made generally for other children of the same age by the mainstream setting.

POLICY STATEMENT

The designated teacher responsible for the day-to-day coordination of SEND provision is Jannine Platt (SENCO/Deputy Headteacher). The named link governor is Zoe Ogden.

At St. Sebastian’s, we believe that all pupils are entitled to a high-quality, broad and balanced curriculum that enables them to fulfil their potential and become confident individuals living fulfilling lives. Adaptations to teaching and learning may be required for some pupils with special educational needs or disabilities. Others may require an educational provision that is additional to or different from the core provision. We aim to use our best endeavours to meet needs, eliminate discrimination and promote equal opportunities for all. Due to the limitations of the building, there is currently no facility for wheelchair users to gain access to the upper level of the school.

The purpose of this policy is to outline the framework we will use in meeting our statutory duties and the principal equality values to deliver the best possible education for those with SEND.

We will work with the LA and aim to ensure that the following principles underpin our practice:

- high quality first teaching adapted to the needs of all learners and enhanced with suitable targeted provision as necessary,
- early identification, assessment and intervention to support pupils’ needs and improve long term outcomes for pupils,

- a focus on inclusive practice, removing barriers to learning, providing scaffolds to attain age related outcomes and promoting independence,
- a person-centred approach, involvement of pupils and their parents in the process and in choice and decision making,
- collaboration between education, health and social care services to provide support,
- successful preparation for the next stage of education and responsible citizenship/adulthood.
- promotion of disability equality and equality of opportunity towards individual disabled pupils, making reasonable adjustments to ensure they are not at a substantial disadvantage compared to peers.

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Each child is unique, has the right to be regarded as having equal value and worth and to fulfil their potential irrespective of ability. In carrying out this commitment, we are also fulfilling our role as Catholic educators, strongly rooted in fundamental Christian values.

Objectives

Our school is required to address the SEND of the pupils we support. Therefore, we will:

Objective	Monitoring systems
Identify, assess, plan and deliver provision, making reasonable adjustments to meet needs of pupils experiencing difficulties in learning.	Evaluate assessment outcomes. Monitor use of scaffolds/ adaptations in the classroom and evidence based targeted interventions. Monitor learning plans to establish if goals are attainable, progress is made, confidence and motivation are sustained. Manage and monitor the transition process to new year groups. Analyse CPOMS incidents related to SEND pupils, identify and address common concerns.
Monitor and review rates of progress and evolving needs of individual learners. Report on progress.	Alongside the Headteacher, hold pupil progress meetings. Keep records of SEND children involved in targeted interventions. Gather data on targets met following interventions, including cost and softer indicators of achievement. Summarise progress. Report to the headteacher/governors on SEND in school.
Manage the efficient use of resources and provide support to staff to meet the SEN of pupils.	Review SEND action plan termly including suggested areas of development for staff. Maintain records of INSET, staff development, discussions, meetings held. Complete drop ins to view the implementation of practical suggestions and auxiliary aids ensuring pupils are not at a substantial disadvantage.
Promote access to a broad and balanced curriculum alongside peer group with focus on inclusive practice and removing barriers to learning.	Following discussions with headteacher/staff regarding reasonable adjustments and personalised learning strategies, review implementation in classroom. Carry out drop ins to share good practice of adaptive teaching/ appropriate scaffolds/resources to aid learning. Continue quality first teaching monitoring programme involving headteacher and subject leaders. Collate evidence for pupils who may need access arrangements.

Establish genuine opportunities for partnership with parents.	Inform parents when making special educational provision for their child and when reviewing progress, decision making and setting suitable targets on learning plans each term. Gather feedback from staff. Maintain record of meetings held, complaints/letters of support.
Collaborate with external agencies and fulfil statutory duties.	Review LA and internal plans. Maintain records when seeking appropriate expertise, support and advice from education, health and social care as required for staff, pupils and parents. Monitor implementation of recommendations. Keep record of funds used for purchase of external expertise, service level agreements and training.
Evaluate effectiveness and impact of provision, including disability equality and equality of opportunity.	Use internal screens and OTrack reporting system to measure progress from starting points of SEND pupils in context of school and against national expectations. Use costed provision tool to evaluate effectiveness of provision. Subject Leaders to monitor fulfilment of equality duties within subjects.
Review, prepare and publish important information about the school and our implementation of relevant policies/steps taken to prevent pupils with SEND being treated less favourably.	Review accessibility plans, admission arrangements, SEN information report and other relevant documentation yearly.

Identifying Special Educational Needs and/or Disabilities

The school's approach to identifying and responding to SEND is outlined in the SEN Information Report.

The school recognises early identification and effective provision improves long-term outcomes for pupils. The class teacher is at the forefront of identification of special needs and assumes immediate responsibility for raising initial concerns with the SENDCO, monitoring pupils who are making less than expected progress over time despite high quality first teaching. Specific assessment tools may be used to further clarify concerns.

'Less than expected progress' can be characterised by progress which:

- is significantly slower than that of peers starting from the same baseline.
- does not match or better the pupil's previous rate of progress.
- fails to close the attainment gap between the pupil and their peers, despite intervention.
- widens the attainment gap.

The school identifies, manages and reviews SEND provision across four broad areas of need. These being:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

**Appendix A provides detailed definitions of areas of need.*

The school also considers what is not SEND but may impact on progress and attainment, i.e., attendance and punctuality or child protection factors.

We are aware that there may be pupils for whom English is not their first language and appreciate that having EAL is not equated to having learning difficulties. However, when pupils with EAL make slow progress, staff will consider the home, culture and community context and explore performance in different subjects to determine whether any difficulties are due to limitations in their command of English or whether they arise from SEND.

Approach to SEND Support

Once a pupil has been identified with SEND, the pupil will be recorded as 'K' on the SEND register along with the correct category of need. The school will employ a graduated approach to meeting needs in the form of a four-part cycle – **assess, plan, do and review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of needs and what enables the pupil to make good progress and secure good outcomes. Parents and pupils will be involved in the cycle.

- **Assess:** establishing a clear assessment of the pupil's needs. Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals, with parental consent. Assessment will help form deliberately ambitious targets.
- **Plan:** agreeing the targets, adaptations, scaffolds, supports and interventions to be put in place as well as the expected impact on progress, development or behaviour, along with a clear date for review of the learning plan. One-page profiles may be required for those pupils who require simple adaptations.
- **Do:** implementing the agreed adaptations and interventions.
- **Review:** analysing the effectiveness of the adaptations, support and interventions and their impact on the pupil's progress in line with the agreed review date.

With adaptations and the additional targeted intervention, progress would be expected:

- to be similar to that of peers starting from the same baseline or standardised score or
- to be showing improved rate of progress or
- to be narrowing the attainment gap between the child and their peers.

Upon review, a pupil may have made sufficient progress to be removed from the register and monitored in class. Other pupils may remain on the register at 'K' and the cycle will continue. Levels of support and resources allocated to pupils at 'K' fall into Bands A, B and C - C being the most substantial and greatest cost of resource for those who do not have an EHCP.

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action during the review cycle to identify, assess and meet the SEN of a pupil, the child has not made expected progress, the school, in consultation with parents and any relevant agencies, will consider submitting a request for an Education, Health and Care needs assessment by the local authority.

The school will also consider whether additional pastoral support and attention is required.

Following a request, the local authority SEND Panel will then determine whether to proceed with a formal assessment and if so, gather evidence from all professionals to form an EHC Plan. This can take up to 20 weeks from the initial request.

Pupils in Early Years with SEND

Requirements to identify, support and provide equality of opportunity for children with SEND in the Early Years are set out in the EYFS framework. Our graduated approach to SEND is adopted by the whole school, including EYFS.

Staff in the Early Years particularly are often the first point of contact for parents and emerging difficulties or concerns about a child's development are raised and acted upon at the earliest opportunity.

Education, Health and Care Needs, Assessments and Plans

The EHC Plan will specify the type of need and targeted support the child requires to secure the best possible outcomes. The school is then bound to place the necessary resources to meet the targets set out in the Plan and continue the review cycle with parents and professionals.

Once a formal assessment by the LA has been acknowledged, the school will meet its duty by:

- responding to requests for information as part of the assessment process within 6 weeks from the date of the request, (unless special exemptions apply as outlined in the Code of Practice),
- providing the LA with any school specific information/evidence about the pupil's profile and progress,
- gathering advice received from relevant professionals regarding the child's education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet need and achieve outcomes.

If, following the assessment, the LA decides not to issue an EHC Plan, the school will receive written feedback and will use this to contribute once again to the school's graduated approach cycle, setting further targets and outcomes.

Where the LA decides to issue an EHC Plan, it must consult the prospective school by sending a copy of the draft plan and consider their response (within 15 days) before deciding whether to name the setting in the final EHC Plan.

The school will admit any pupil that names the school in an EHC Plan and will ensure that all those teaching or working with a pupil named in an EHC Plan are aware of the pupil's needs and that arrangements are in place to meet them.

Once an EHC Plan is in place, the school will ensure:

- annual review meetings are held and those invited, including LA representatives, are given adequate notice, at minimum two weeks.
- advice and updates are sought prior to the review and shared with all those invited at least two weeks in advance of the meeting.
- pupil and parental views are heard and acknowledged and support from an advocate is facilitated where necessary.
- a summary is submitted to the LA and all parties, setting out recommendations and proposed amendments to the plan as discussed within two weeks of the meeting.
- parents understand that they have the right to appeal decisions made regarding the EHC plan.

- where cared for children are concerned, the annual review should be combined with one of the PEP reviews.
- each pupil's EHC Plan is reviewed to ensure that it includes the statutory sections outlined in the Code of Practice, labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC Plan, at least six months after an initial assessment. Thereafter, the headteacher or governing body can make a request to the LA to conduct a re-assessment of pupil as and when necessary.

Roles and Responsibilities

The SENDCO will be responsible for:

- reporting to and collaborating with the headteacher and governing board on the strategic development of the SEND policy and provision in school.
- alongside the headteacher and link governor, ensure that responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements are met.
- the day-to-day operation of the SEND policy and coordination of specific provision to support individual pupils with SEND, including those 'cared for/looked after children'.
- advising on a graduated approach and ensuring an Assess-Plan-Do-Review cycle takes place, supporting staff, monitoring individual learning plans, the effectiveness of interventions as well as, analysing assessment records to measure individual progress and make comparisons with national standards.
- liaising with the headteacher regarding deployment of the delegated budget and other resources to meet pupil need effectively.
- liaising with parents, early years providers, other schools, services and being a key point of contact for relevant professionals and LA services.
- being familiar with the provision in the Local Offer and being able to work with the Salford Thrive Toolkit and professionals who are providing a supporting role to the family.
- liaising with potential future education providers to ensure pupils and parents are informed about their options.
- ensuring a planned smooth transition to other providers when moving schools or transferring to high school placements.
- maintaining up to date records, in line with the school's Data Protection Policy.

Teachers will be responsible for:

- understanding the needs, outcomes sought and implementing the support required for pupils with SEND.
- setting high expectations aiming to teach the full national curriculum, whatever the prior attainment or barrier to achievement.
- using appropriate assessment to set targets which are deliberately ambitious and being accountable for the progress and development of pupils with SEND in their class.
- creating learning plans and reviewing support and adaptive teaching on a graduated basis in collaboration with parents, pupils and the SENDCO.
- facilitating access to the full curriculum and addressing potential areas of difficulty to ensure pupils with SEND progress to know more, remember more, achieve and make progress.
- keeping the SENDCO, headteacher and other relevant adults up to date with changes in behaviour, academic developments and causes of concern.

The headteacher is ultimately responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive, enriching educational experience for all pupils, including pupils with SEND.

The headteacher will ensure:

- a qualified teacher is designated SENCO for the school.
- the school holds ambitious expectations for all pupils with SEND.
- culture and practices to enable pupils with SEND to access the curriculum and learn effectively are established and sustained.
- that staff work effectively in partnership with parents, carers and professionals, identifying and understanding the additional needs and SEND of pupils, developing learning plans or one-page profiles, providing support and adaptation where appropriate.
- statutory duties with regard to the SEND code of practice are fulfilled.
- the SENDCO has sufficient time, resources and administrative support to carry out their functions and fulfil their responsibilities.
- regular review of the quality of teaching for pupils at risk of underachievement as a core part of the school's performance management arrangements.
- policies and procedures for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND but maintain a culture of high expectations of all.
- a member of staff supporting SEND coordination completes the relevant qualification (NASENCO or NPQ for SENCOs).

The governing board will be responsible for ensuring that:

- this policy is implemented fairly and consistently across the school.
- the school meets its duties in relation to supporting pupils with SEND.
- there is a qualified teacher designated as SENDCO for the school.

Involvement of Parents and Pupils

The school recognise parents as partners in the education of their child and crucial to the effectiveness of provision and appropriate target setting. Where a pupil is receiving SEND support, staff will regularly liaise with parents in setting outcomes and reviewing progress together three times per year. Translators may be arranged, as necessary.

When reviewing learning plans, school staff will ensure:

- parents and pupils with SEND are given time to express their needs, what they have done, their wishes, interests and what outcomes they are seeking in the future.
- the pupil's strengths and capabilities are highlighted.
- that the pupil is seen as an individual and not allow their SEND to become a label.
- information is easy and clear to understand with ordinary language.
- parents are given time to discuss and agree overall approaches with relevant professionals where appropriate.
- Support is tailored to the needs of the individual.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the provisions set out to help the pupil thrive and will discern the expected impact of the provision on the pupil's progress.

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence can be life-transforming for pupils with SEND. We recognise the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to their next phase of education.

We will ensure that we help pupils with SEND to be included in social groups, develop friendships and encourage them to participate fully in the activities of the whole school and any wider community activity. We will seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them and communicate this information to secondary or receiving schools.

Safeguarding

The school recognises children with SEND may be at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND

- have the potential to be disproportionately impacted by behaviours such as bullying.
- may face additional risks online, e.g., from online bullying, grooming and radicalisation.
- are at greater risk of abuse, including, child on child abuse, neglect and sexual violence/harassment.

The school is aware that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in managing or reporting these challenges.
- a different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The school's Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing body and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe, including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and SENCO.

The designated member of staff with responsibility for safeguarding is Mrs Caroline Doyle.

Admissions

Arrangements for the fair admission of pupils with SEND are set out in the school's Admissions Policy, found on the school website.

The school will meet its duties set under the DfE's 'School Admissions Code' by:

- considering applications from parents of children who have SEND but do not have an EHC Plan.
- not refusing admission for a child that has named the school in their EHC Plan.
- not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- not refusing admission of children who have SEND but do not have an EHC Plan
- not refusing admission of children who have SEND but do not have an EHC Plan because the school does not feel able to cater for those needs.
- not discriminating against or disadvantaging applicants with SEND.
- ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

The school also abides by the LA's In Year Fair Access Protocol, as ratified by the governing body, placing vulnerable children in schools.

Transition

Transitions between schools and phases of education are carefully planned. St. Sebastian's maintains close links with the high schools to facilitate a carefully planned transfer. For those pupils with EHC Plans, these will be reviewed and amended in sufficient time prior to a pupil moving between settings, for example, liaison with high schools and specialist settings begins in Y5 and continues until the pupil transfers. The SENDCO and Year 6 teacher also meet in the final summer term with the secondary Head of Year to share up to date information of all pupils, including those on the SEND register. Selected pupils may have a Y6-Y7 Transition Plan drawn up to enable a smooth transition. Transition meetings and visits may also be arranged for pupils with SEND, who are moving to another school at any point in their education. All relevant information is forwarded to the educational setting which the pupil will be attending.

Transition discussions for all pupils with SEND takes place in the final summer term each year and transition activities are planned into the final weeks of term.

Use of Data and Record Keeping

All information about pupils will be kept in accordance with the school's system on the management of records and data protection.

The school's records will:

- record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact.
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- include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- be kept securely so that unauthorised persons do not have access, so far as is reasonably practicable.

The school will keep data on the levels and types of need within the school and make this available to the LA and Ofsted.

Confidentiality

The school will keep confidential and not disclose any EHC plan without the consent of the pupil's parents/carer, except for specified purposes or in the interests of the pupils, such as disclosure:

- to a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- on the order of any court for any criminal proceedings.
- for the purposes of investigations of maladministration under the Local Government Act 1974.
- to enable any authority to perform duties arising from the Disabled Persons Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- to Ofsted inspection teams as part of their inspections of schools and LAs.
- to any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education.
- to the Headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Funding

The school's SEND budget funding allocation is devoted to:

- employing skilled support staff (majority Level 3) and teaching staff to provide specific early intervention and subtle targeted support across the curriculum for the benefit of pupils identified with SEND,
- buying in professional advice and time (e.g. Educational Psychology),
- purchasing specific resources as required, including those that improve accessibility for all children,

- supporting the role of the SENCO and staff through training and relevant professional development.

The deployment of teaching assistants is modified termly by the headteacher in respect of progress and the changing SEND cohorts.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

Staff Training and Improving Practice

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and training plan. The SENDCO and headteacher regularly assess staff competencies and ensure that appropriate CPD provision is in place. The SENDCO regularly attends cluster meetings to keep abreast of new developments. Review meetings also highlight further training or resource implications to meet the needs of specific pupils.

Managing Complaints

The school's Complaints Procedure Policy can be found on the school website.

The Headteacher, staff and governors are committed to maintaining positive partnerships with parents and carers and resolving disagreements. Parents are recommended to ensure that they raise the matter with the following staff members in the order outlined:

1. The class teacher
2. The SENDCO, Miss J Platt
3. The Headteacher, Mrs C Doyle.

SIASS – Salford Information, Advice and Support Service can provide information on the school's responsibilities and give advice to parents on how best to resolve their complaint. They will, however, expect that the issues will have been raised with the school in the first instance.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice 0 to 25 years.

Where necessary, the headteacher will make the relevant parties aware that Ofsted can consider complaints relating to SEND, including Early Years provision if the problem has not been resolved informally.

Under the SEND Code of Practice, parents have a right of appeal against certain decisions of the LA about how their child's special educational needs are to be met.

Joint commissioning, planning and delivery

The school will

- work closely with local education, health and social care services to ensure pupils get the right support.
- assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision.

The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- population and demographic data.
- prevalence data for different kinds of SEND among children at national level.
- numbers of local children with EHC plans and their main needs.
- numbers and types of settings locally that work with or educate pupils with SEND.
- analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- improved educational progress and outcomes for pupils with SEND.
- increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

Local Offer

The school and governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is

- *collaborative* – the school will work with those providing services, parents and pupils.
- *accessible* - structured in such a way that it is easy to understand, factual and jargon-free, relates to pupils' and parents' needs and is well signposted and publicised.
- *comprehensive* - parents and pupils understand what support is available across education, health and social care from age 0 to 25 and how to access it. It includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

- *up to date* - sharing up to date information.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

Publishing Information

The school will publish information on the school website about the implementation of this policy which will be updated annually. Any changes to information occurring during the year will be updated as soon as possible. This information includes the school's SEN Information Report which includes points outlined in paragraphs 6.79 and 6.83 of the SEND Code of Practice.

Review

This policy, its implementation and effectiveness will be reviewed annually by the SENDCO and Headteacher and communicated to all relevant stakeholders, including the governing body. New staff will be required to familiarise themselves with this policy as part of the induction programme. The views of parents of pupils with SEND and the pupils themselves will be considered.

This document has been written with due regard to all relevant legislation and guidance, including, but not limited to, the following:

- Equality Act 2010 and (Disability) Regulations
- Children Act 1989
- Education Act 2002 and 1996
- Children and Families Act 2014
- Health and Care Act 2022
- Mental Capacity Act 2005
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Education Needs and Disability (Detained Persons) Regulations 2015
- The Special Educational Needs and Disability (Amendment) Regulations 2024
- DfE SEND Code of Practice 0 - 25 years 2015
- DfE Supporting pupils at school with medical conditions, 2015
- DfE Working Together to Safeguard Children, 2023
- DfE Mental health and wellbeing provision in schools, 2018
- DfE School Admissions Code, 2021
- DfE Keeping Children Safe in Education, 2024
- Equality and Human Rights Commission (EHRC) Reasonable adjustments for disabled pupils, 2015

Appendix A Categories of need

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that may be medically unexplained. The school's Social, Emotional and Mental Health Policy is to be implemented to support pupils with these difficulties.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The school has clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder children from using school facilities, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND. The school will ensure staff understand that:

- some conditions can be age-related and can fluctuate over time.
- a pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability: a tendency to set fires, a tendency to steal, a tendency to commit physical or sexual abuse towards others, exhibitionism or voyeurism. The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met.