

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.	<p>Child Protection and Safeguarding Policy, Admissions Policy, Equality Policy, Inclusion Policy, Supporting Pupils with Medical Conditions Policy, Accessibility Policy, Anti-Bullying Policy, Complaints Procedures Policy, Cared for Children Policy, Suspension and Exclusion Policy, Behaviour Policy, SEN Information Report, Data Protection Policy, EYFS Framework.</p> <p>This list is not exhaustive.</p>		

Mission Statement

Keeping Christ at the heart of all we do, we will:

- Show kindness
- Spread joy
- Share peace
- Love everyone
- Speak the truth
- Respect everything

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 used by peers of the same age in the mainstream setting.
- 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. We aim to use our best endeavours to meet needs, eliminate discrimination and promote equal opportunities for all.

The purpose of this policy is to outline the framework we will use in meeting our statutory duties, obligations and principal equality values to deliver an appropriate high-quality 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, enhanced with suitable adaptations and 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,
- 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 for responsible citizenship/adulthood.

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 identify and address the SEND of the pupils we support. Therefore, through the implementation of this policy, we will:

- Use our best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND Code of Practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when we are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - A SEN information report about the implementation of the school's policy for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - Accessibility plans setting out how we plan to increase access to the curriculum and the physical environment for pupils with SEND.

Identifying Special Educational Needs and/or Disabilities

The school recognises that early identification and effective provision improve long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, we have a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report. With the support of the SLT, the class teacher is at the forefront of identification of pupils who are making less than expected progress given their age and individual circumstances, assuming immediate responsibility for conducting regular progress assessments and raising initial concerns/information gathered with the SENDCO.

'Less than expected progress' will 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, plans, 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

The school will use a range of indicators to identify a pupil's difficulty and plan provision, including before the child arrives at the school.

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 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.

Admissions information and routine reading, writing, spelling and maths assessments, test scores and observations of social and learning behaviour are all used to inform provision.

The SENCO is present at parents' evenings should parents wish to share concerns at this time. Identification of pupils with SEND will be continuous through children's time at our school. Staff are expected to remain alert to events that can lead to learning difficulties, such as bereavement or bullying.

The school maintains a list of pupils who have been recognised as having SEND.

Approach to SEND Support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers will:

- use appropriate assessment to set targets which are deliberately ambitious, setting high expectations for every pupil, ensuring that any barriers are addressed to support achievement by all.
- plan stretching work for pupils whose attainment is significantly above the expected standard.
- plan lessons to support pupils who have low levels of prior attainment.
- be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

- analysis of pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- discussions between teacher and SENCO and discussions with pupil and parent/carer.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's 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 supports 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.
- **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, interventions and support, lasting one to two terms. Specialist staff and teaching assistants will work closely with teachers to link interventions and classroom teaching.
- **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 achieved the outcomes and 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 the pupil has not achieved the outcomes, the results of the intervention will feed back into the analysis of the pupil's needs and changes to the intervention or desired outcomes will be discussed. 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, alongside ensuring that any appropriate support for communication is in place.

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. The school uses its best endeavours to make sure that a child with SEND gets the support they need.

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, Plans and Reviews

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the needs of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment. Following an EHCP request submission, the local authority SEND Panel will then determine from the school's *plan, do, review* evidence whether to proceed with a formal assessment.

The purpose of an EHC plan is to make special educational provision to meet the needs of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

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 SEND 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 their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC Plan, the school will receive written feedback and will use this information to contribute once again to the school's graduated approach cycle, setting targets and desired outcomes to be achieved through further special educational provision made by the school and its partners.

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 before deciding whether to name the setting in the final EHC Plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

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 that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan annually.

The school will:

- cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- ensure that the appropriate people are given at least two weeks of notice of the date of the meeting, such as representatives from the LA SEN team, social care and health services.
- seek advice and information about the pupil prior to the annual review meeting from all parties invited and send any information and reports gathered to all those invited, at least two weeks in advance of the meeting.
- ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- lead the review meeting and prepare and submit a summary report within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan as discussed.
- where cared for children/LAC are concerned, combine the annual review with one of the PEP reviews.
- where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged and/or to ensure the parent's views are heard and acknowledged.
- clarify to parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the SEND Code of Practice 0-25 years, 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 a pupil as and when necessary.

Roles and Responsibilities

The SENDCO will be responsible for:

- reporting to and collaborating with the headteacher and governing board to determine the strategic development of the SEND policy and provision in school.
- Working alongside the headteacher and link governor to 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 liaising with the designated teacher for those 'cared for/looked after children'.
- advising on a graduated approach to providing SEND support, ensuring an Assess-Plan-Do-Review cycle takes place.
- providing guidance to colleagues and working closely with staff, parents and other agencies.
- 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, external services and being a key point of contact for relevant external professionals and LA support services.

- liaising with potential future providers of education to ensure that pupils and their parents are informed about the options and a smooth transition is planned.
- maintaining up to date records, in line with the school's Data Protection Policy.
- being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- ensuring they follow this SEND policy.
- planning and reviewing support for pupils with SEND on a graduated basis in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- setting high expectations for every pupil and aiming to teach the full national curriculum, whatever the prior attainment.
- planning lessons to address potential areas of difficulty, removing barriers to every pupil achieving.
- ensuring every pupil with SEND can study the full national curriculum.
- being accountable for the progress and development of pupils with SEND in their class.
- being aware of the needs, outcomes sought and support provided to any pupils with SEND they are working with.
- understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- 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.
- keeping the SENDCO, headteacher and other relevant adults up to date with changes in behaviour, academic developments and causes of concern.

The headteacher will ensure:

- the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching education experience for all pupils, including pupils with SEND.
- a qualified teacher is designated SENCO for the school.
- the school holds ambitious expectations for all pupils with SEND.
- culture and practices that 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, 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 away from teaching.
- 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

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. The school will work in partnership with parents in the best interests of their child and will provide an annual report for all parents on their child's progress. 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.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

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 in the plan to help the pupil thrive in their education 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.

Access Arrangements

Requests for access arrangements will be submitted in due time prior to all formal testing. Pupils requiring an access arrangement to support them during formal tests or screening, e.g. multiplication times tables check, may not necessarily be placed on the SEND register nor will they automatically require a targeted support plan.

Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability 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, engaging with secondary schools to help plan for the next stage. 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.

We will ensure that we support 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.

Safeguarding

The school recognises that evidence shows 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 headteacher and governing board will ensure that the school's Child Protection and 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 Physical Intervention 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 DSLs 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:

- adopting fair practices and arrangements for the admission of children without an EHC plan.
- not refusing admission for a child that has named the school in their EHC Plan.
- considering applications from parents of a child who has SEND but do not have an EHC plan.
- not refusing admission of a child who has SEND but does not have an EHC Plan.
- not refusing admission of a child who has SEND but does not have an EHC Plan because the school does not feel able to cater for those needs.
- 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 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 (if ever set) any 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.

The school may challenge a decision to name the school in an EHC plan if the school considers that such a placement would be unsuitable based on the child's age, ability, aptitude or SEND; or it would be incompatible with the efficient education of other children or the efficient use of resources. The school will consider whether any reasonable adjustments can be made to provide a placement.

Transition

Preparation for 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 to allow for and, where necessary, commissioning of support and provision at the new setting. A member of the LA SEND team as well as a representative of the next phase of education will always be invited to Year 5 and Year 6 annual reviews of pupils with an EHCP.

Liaison with high schools and specialist settings begins in Y5 and continues until the pupil transfers. The SENDCO, Year 6 teacher and Family Liaison Officer 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 between staff 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, e.g. using provision maps.
- 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 (Services, Consultation and Representation) 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.

The school will always adhere to confidentiality and data protection regulations.

Funding for SEND support

Where additional pupil needs are identified, the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

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.

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

- employing skilled support staff (Level 3) 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 SENCO and staff through training and relevant professional development.

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 headteacher and SENCO assess staff competencies and ensure that appropriate CPD provision is in place, allowing staff to develop their awareness, skills and practices in identifying, educating and assessing pupils with SEND. The SENCO regularly attends cluster meetings to keep abreast of new developments.

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.

In EYFS, parents will be made aware that Ofsted can consider complaints relating to whole school SEND early years provision if a problem arises and has not been resolved informally.

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.

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 (Section 25 of the Children and Families Act 2014).

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 contains the school's SEN Information Report which includes points outlined in paragraphs 6.79 and 6.83 of the SEND Code of Practice.

Monitoring and Review

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

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

- DfE SEND Code of Practice 0 - 25 years
- 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 2015/2024
- 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
- DfE Supporting pupils at school with medical conditions
- DfE Working Together to Safeguard Children, 2023
- DfE Mental health and wellbeing provision in schools
- DfE School Admissions Code
- DfE Keeping Children Safe in Education, 2025
- Equality and Human Rights Commission (EHRC) Reasonable adjustments for disabled pupils