

Eccleston St. Mary's Church of England Primary School



Special Educational Needs and Disability Policy

Responsible Person: Mrs. J. Birchall (Head teacher)
head@st-marys-eccleston.lancs.sch.uk

SENDCO: Mrs. H Bannister
senco@st-marys-eccleston.lancs.sch.uk

SEND Governor: Mrs. K. Lewis
bursar@st-marys-eccleston.lancs.sch.uk

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Introduction

This policy has due regard to legislation, including the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

This policy also has due regard to statutory and non-statutory guidance, including the following:

- The new OFSTED Framework (2025)
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2024) 'Keeping children safe in education'
- DfE (2023) 'Working together to safeguard children'
- DfE (2021) 'School admissions code'

The policy will be used in conjunction with LCC's Local Offer and other school policies including The Safeguarding Policy, The Behaviour and Learning Policy and The Equal Opportunities Policy.

Aims

At Eccleston St Mary's we believe that provision for children with special educational needs and/or disability (SEND) is a matter for the school as a whole and view good practice for children with SEND as good practice for all children.

We value all children in our school equally and recognise their entitlement to receive the best possible education. For all children to flourish and experience 'life in all its fullness', we aim to:

- Provide high quality teaching and learning which encourages each child to develop their full potential in a caring, loving and nurturing environment.
- Give equal access to all aspects of school life through academic, social and practical experiences to allow all children to experience success regardless of SEN, disabilities or any other factor that may affect their attainment.
- Ensure effective channels of communication are sustained so that parents and carers are aware of the pupil's progress and provision made for them.
- Assess children regularly so that pupils with SEN are identified at the earliest opportunity.
- Work towards developing expertise in using inclusive and adaptive teaching and learning strategies.
- Maintain high aspirations and expectations of all our SEND pupils.

Objectives

The objectives of our policy are:

- To identify and provide for pupils who have SEN and additional needs;
- Work with the guidance provided in the SEND Code of Practice.
- To promote good practice for all pupils by providing opportunities for full participation in the National Curriculum for pupils with SEND;
- To develop and strengthen partnerships with parents in the education of their child;
- To encourage and celebrate the strengths and successes of all pupils, whatever their level of ability;
- To ensure that relevant individual staff throughout school accept responsibility for the planning, organisation, provision and assessment of opportunities that meet the needs of individual pupils;
- To operate a graduated approach to the management and provision of support for SEN.

Values

Inspired by our mission statement, *“I came to give life, life in all its fullness”* (John 10:10), we are deeply committed to creating an inclusive and joyful environment where every child, including those with Special Educational Needs and Disabilities (SEND), is celebrated as a unique and precious individual. We believe that each child is wonderfully made by God, with gifts and potential to flourish in their own way.

Our approach is rooted in love, service, and hope as we provide personalised support that enables all pupils to fully participate in the richness of school life. We actively seek to remove barriers to learning, promote belonging, and nurture joy through success, relationships, and discovery. By recognising and building upon each child’s strengths, we aim to ensure that every member of our school family experiences the fullness of life with confidence, purpose, and joy.

Identifying SEND

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils. This is achieved through the graduated approach, adopting the 'Notice, Try and Check' strategy which triggers the graduated approach.

With the support of the Senior Leadership Team and SENDCO, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

Less than expected progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by plateauing of progress

Roles and responsibilities

The governing body should:

- Work in close collaboration with the headteacher to ensure the policy is implemented and other key documents are in place i.e., the SEN Information Report.
- Ensure the needs of all pupils are met and that provision made is adequate and secure.
- Ensure that adequate financial provision is made from the school's budget to meet the needs of the children on the SEND list.
- Ensure there is a qualified teacher designated as SENDCO.
- Ensure that arrangements are in place in school to support pupils with medical conditions.
- 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 their accessibility plans.

The appointed governor for Special Educational Needs is: Mrs K Lewis

The SEND Governor should:

- Help raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The headteacher should:

- Have overall responsibility for the provision for children with Special Educational Needs and for implementing the September 2014 SEND reforms.
- Keep the Governing Body fully informed of the number of pupils on the SEND list and their outcomes.
- Work closely with the SENDCO to ensure the best possible implementation of this policy and ensure the SENDCO is able to influence strategic decisions about SEND.
- Manage the SEND budget with the SENDCO.

- Ensure a process is in place for involving parents/carers and young people in reviewing provision and planning.
- Ensure that inclusion is embedded at every level, from leadership to classroom strategies.

The SENDCO should:

- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of the SEND policy and provision in the school.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals and provide a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date and secure.
- In conjunction with class teachers, inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.

Class Teachers

Classroom teachers are at the heart of the SEND support system, driving the movement around the four stages (Assess, Plan, Do, Review) of action with the support and guidance of the SENDCO and Specialist Staff.

The class teacher should:

- Focus on outcomes for the child being clear about the outcomes wanted from the SEND approach.
- Be responsible for meeting the Special Educational Needs of a pupil, providing relevant, quality first teaching and adapting teaching, learning and assessment to support the diverse needs of the children named on the SEN list within their class.
- Have high aspirations for every pupil, setting clear targets for pupils, and being clear about the range of resources that will support them.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions. This includes support and intervention outside of the classroom by liaising about how they can be linked to classroom teaching.
- Review the progress of children by completing and evaluating an Assess, Plan, Do, Review support plan every half term or term, dependent on need. They should inform and consult with parents/ carers on progress and next steps. Where appropriate, teachers will need to complete relevant reports for annual review meetings and other professional bodies.
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this SEND Policy.

Teaching Assistants

Teaching Assistants are part of the whole school approach to SEND, working in partnership with the classroom teacher and the SENDCO to deliver pupil progress and narrow gaps in performance.

Teaching assistants should:

- Be focused on the achievement of specific outcomes within the graduated approach to SEND support, as agreed with parents/ carers in the context of high quality teaching overall.
- Work with groups or individual pupils under the direction of the class teacher.
- Be responsible for delivering intervention programmes in collaboration with the class teacher.
- Liaise with the class teacher regarding the progress of individual children.
- Contribute, as appropriate, to the evaluation of progress and next steps.
- Maintain records of intervention programmes, as directed by the class teacher and SENDCO.
- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this SEND policy.

Areas of Need

When reviewing and managing special educational provision there are 4 broad areas of need and support which give an overview of the range of needs that should be planned for.

Eccleston St. Mary's reviews how well equipped we are to provide support across these 4 areas:

- **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be 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 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,
- 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 and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as 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 are medically unexplained.

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

- **Sensory or physical needs**

Impairments which prevent or hinder people from making use of the educational facilities generally provided, 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 SEN.

These 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.

Early Years Pupils with SEND

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will ensure staff listen and understand when parents/ carers express concerns about their child's development.

The school will listen to concerns raised by the children themselves.

The school will ensure that:

- Children with SEND get the support they need.
- Children with SEND engage in activities that the school offers alongside children who do not have SEND.
- The SENDCO is responsible for co-ordinating SEND provision.
- Parents/ Carers are informed when the school makes special educational provision for their child.

Admissions

Admission arrangements for the school are described in the school's Admission Policy. We are an inclusive school and all pupils are welcome, including those with special education needs and/or disabilities.

Children with specific circumstances

Looked after children:

Children at the school who are being accommodated, or who have been taken into care by the LA are legally defined as being 'looked after' by the LA.

The school has a designated teacher for co-ordinating the support for Looked After Children or Previously Looked After Children.

Where that role is carried out by someone other than the SENDCO, designated teachers will work closely with the SENDCO to ensure that the implications of a child being both looked after and SEND are fully understood by relevant school staff.

English as an Additional Language (EAL):

The school gives particular care to the identification and assessment of the potential needs of children whose first language is not English.

The school will consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, the school makes full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

Our school appreciates that a lack of competence in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have SEND.

The school looks carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEN.

A Graduated Approach to SEN Support

The school is committed to early identification of SEND in order to meet the needs of all pupils. Teachers are responsible for and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teachers' ongoing assessment will provide information about where a child may not be progressing satisfactorily. These observations may be supported by formal assessments such as baseline assessments, termly assessments or statutory assessments.

We seek to identify pupils making less than expected progress given their age and individual circumstances. This may be characterised by progress which 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
- Fails to make progress with wider development or social and emotional needs
- Fails to make progress in self-help, social and personal skills

Quality First Teaching (Notice, Try and Check)

Once the class teacher has identified a child as having a barrier to learning, this is recorded as an 'Initial Concern' and discussed with the SENDCO. The SENDCO and Class Teacher will identify strategies for support using baseline assessments, prior teacher knowledge, the Pre-Intervention Referral Guide and quality first teaching strategies.

Strategies will be monitored for up to a six week period. The Notice, Try and Check process may last up to 3 cycles.

The class teacher and the SENDCO will ensure ongoing observations and assessment to inform the next steps. The SENDCO and the class teacher will review the child's progress within six weeks to determine whether the strategies in place are sufficient.

If the child's needs have been met through quality first teaching, the Class teacher will continue to monitor the child's progress.

If there is still cause for concern, whereby, despite adapted teaching and other arrangements, the child makes little progress due to underachievement/ sensory/ physical/ communication/ interaction difficulties, further support will be documented as a Pupil Profile or Assess, Plan, Do, Review (ADPR) by the Class teacher and the SENDCO.

Identification of Need

Arrangements which are additional to or different from that which is normally available will be recorded on an All About Me/One Page Pupil Profile or an ADPR support plan for children in EYFS, KS1 and KS2. A child will be added to the SEN Register and monitored as having a low level need (LLN i or ii) or a high level need (HLN). The child's parents will be invited into school to discuss the child's needs with the Class Teacher.

1. All About Me Pupil Profile – Completed for all children from LLN. Parents/ Carers are invited into school to a termly review meeting with the teacher and, where necessary, the SENDCO to share and discuss the child's needs which are documented on a pupil one page profile.

Through the use of the Pupil Profile we aim to:

- Provide a summary of the child's needs
- Detail the provision and programmes of support
- Detail the external agency support

2. Assess, Plan, Do, Review Support Plans (APDR Support Plans)
In addition to a Pupil Profile, parents and carers are invited to a termly APDR review meeting with the teacher and, where necessary, the SENDCO to set targets and discuss their child's needs. An APDR will be considered when:

- Children are unable to make appropriate progress despite additional intervention support being provided by the school.
- Expert advice is needed from one external agency (E.g. SALT)

APDR plans should:

- Aim to raise achievement of pupils with SEND
- Create a working document that documents support
- Use a child friendly format
- Detail Provision 'additional to' or 'different from' those for most pupils
- Be comprehensible to all staff as necessary
- Be distributed to all staff as necessary
- Promote effective planning
- Help pupils to monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with SEND

APDR Support Plans will focus on:

- Up to four key individual, measurable targets set to help meet the needs and particular priorities of the child
- Targets which relate to one or more of the four key areas of SEN.

They will consist of:

- Short term targets set for the pupil
- Teaching strategies to be used
- Provision to be put in place
- Staff involved
- When the plan is to be reviewed
- Outcomes (recorded when APDR Plan is reviewed)
- Pupil and Parent/ Carer Voice

When reviewing, the following will be considered:

- Progress made
- Parents/ Carers' views
- Pupil's views
- Effectiveness of the APDR Plan
- Any specific issues that impact upon progress
- Any updated information and advice
- Future actions, including changes to targets and strategies

As part of the process, 'progress' will be defined as follows:

- The attainment gap between them and peers is closing
- The attainment gap has been prevented from growing wider
- Progress is similar to that of peers starting from the same assessment baseline, but less than the majority of peers
- Progress matches or betters the pupil's previous rate of progress
- There is a demonstrable improvement in self-help, social or personal skills
- There is a demonstrable improvement in the pupil's behaviour

Education Health Care Assessment

An Education Health Care referral will be considered when:

- Pupils are unable to make appropriate progress despite additional intervention support provided by school
- A range of expert advice and specialist assessments have been sought and the advice followed without demonstrable progress from a variety of external agencies (Educational Psychologist, SALT, Physiotherapist etc.)
- APDR Support Plans are reviewed and new targets created in collaboration with class teacher, SENDCO and a variety of external agencies

Assessment

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists.

We enlist the support of a wide range of external agencies including:

- CAMHS (Child and adolescent mental health service),
- SALT (Speech and language therapy),
- Educational psychologists, etc.

We always inform parents/carers at the earliest opportunity to alert them to concerns and to enlist their active help and participation.

When the pupil's needs cannot be met through the resources normally available within the school, the school will, in consultation with wider professionals and the pupil's parents/carers, request a statutory assessment of SEND.

Consideration of whether highly individualised SEND provision is required, and thus an EHC plan, will start with a review of educational outcomes and the views of the parents/carers and pupil.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their 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.

Where possible, pupils' needs will be defined under the SEND Code of Practice 4 broad areas of need (described above):

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

Education Health Care (EHC) Plans

- The school will fully cooperate with the LA when research about the pupil is being conducted.
- The school will provide the LA with any information or evidence needed.
- All relevant teachers will be involved in contributing information to the LA.
- If the school decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision.
- The school will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.
- If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from

the LA regarding how the pupil's outcomes can be met through the school's existing provision.

- If the LA decides not to issue an EHC plan, the parents/carers of the pupil, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.
- The school 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.
- All reasonable provisions will be taken by the school in order to provide a high standard of education.
- Staff members will keep up-to-date with any necessary training.
- Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
- The school will ensure that each pupil's EHC plan includes the statutory sections outlined in the SEND 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 governing body or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.
- The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.

- Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.
- The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.
- The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.
- The school, in conjunction with the Local Authority, will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

Reviewing an EHC plan

Eccleston St Mary's will:

- Cooperate 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' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.

- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

Safeguarding

Eccleston St Mary's recognises that evidence shows children with SEND are at greater risk of abuse and maltreatment and will ensure that staff are aware the 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 but not limited to, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

The headteacher and governing body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

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.

Transferring between different phases of education

An EHC plan must be reviewed and amended in sufficient time prior to the pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and any amendments must be completed by 15th February in the calendar year of the transfer, at the latest, for transfers into or between schools. Year 6 reviews will be completed in the first half term. (Autumn 1)

The key transfers are the following:

- Early years provider to school
- KS1 to KS2
- Primary school to secondary school

Resolving Disagreements

Eccleston St Mary's is committed to resolving disagreements between pupils, parents and the school.

In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health care provision in relation to EHC plans and tribunals.

The school's Complaints Procedure Policy is accessible on the school website.

SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately in order to seek disagreement resolution advice, regardless of whether an EHC Plan is in place.

Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.

Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem 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.

Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.

If disagreements are not resolved at a local level, the case will be referred to the EFA.

The school will fully cooperate with the LA by providing any evidence or information that is relevant.

All staff involved in the care of the pupil will cooperate with parents/carers in order to provide the pupil with the highest standard of support and education.

SENDIASS (Special Educational Needs Disability Information Advice Support Service) provides free impartial information, advice and support to disabled children and young people aged 0-25, and those with SEN, through their parents/ carers. Parents and carers will be informed that they can access this service for support.

Supporting successful preparation for adulthood

The school will make sure that the pupils are supported to make a smooth transition to whatever they will be doing next.

The school will engage with secondary schools, as necessary, to help plan for any transitions.

The school will transfer all relevant information about pupils to any educational setting to which they are transferring.

If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the schools Exclusion Policy.

If it is in the best interest of the pupil, the school may commission alternative provision, in line with EHC Plans in place, for pupils who face barriers to participate in mainstream education.

Data and record keeping

Eccleston St Mary's will:

- 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.
- Show all the provision the school makes, which is different or additional to that offered through the school curriculum, on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The School's SEND information report will be prepared by the SENDCO and governing body, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the SEND Code of Practice: 0-25 years.

All information will be kept in accordance with the school's Data Protection Policy.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents/ carers, except for 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 welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.

- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Publishing information

The school will publish a link to the LA's Local Offer on the website and also information related to our SEND Policy.

The SENDCO and governing body will publish details of the SEN Information Report on the website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Monitoring and review

The policy is reviewed on an annual basis by the SENDCO and headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

More details about SEND and the SEND Code of Practice can be found on the Department for Education's website:

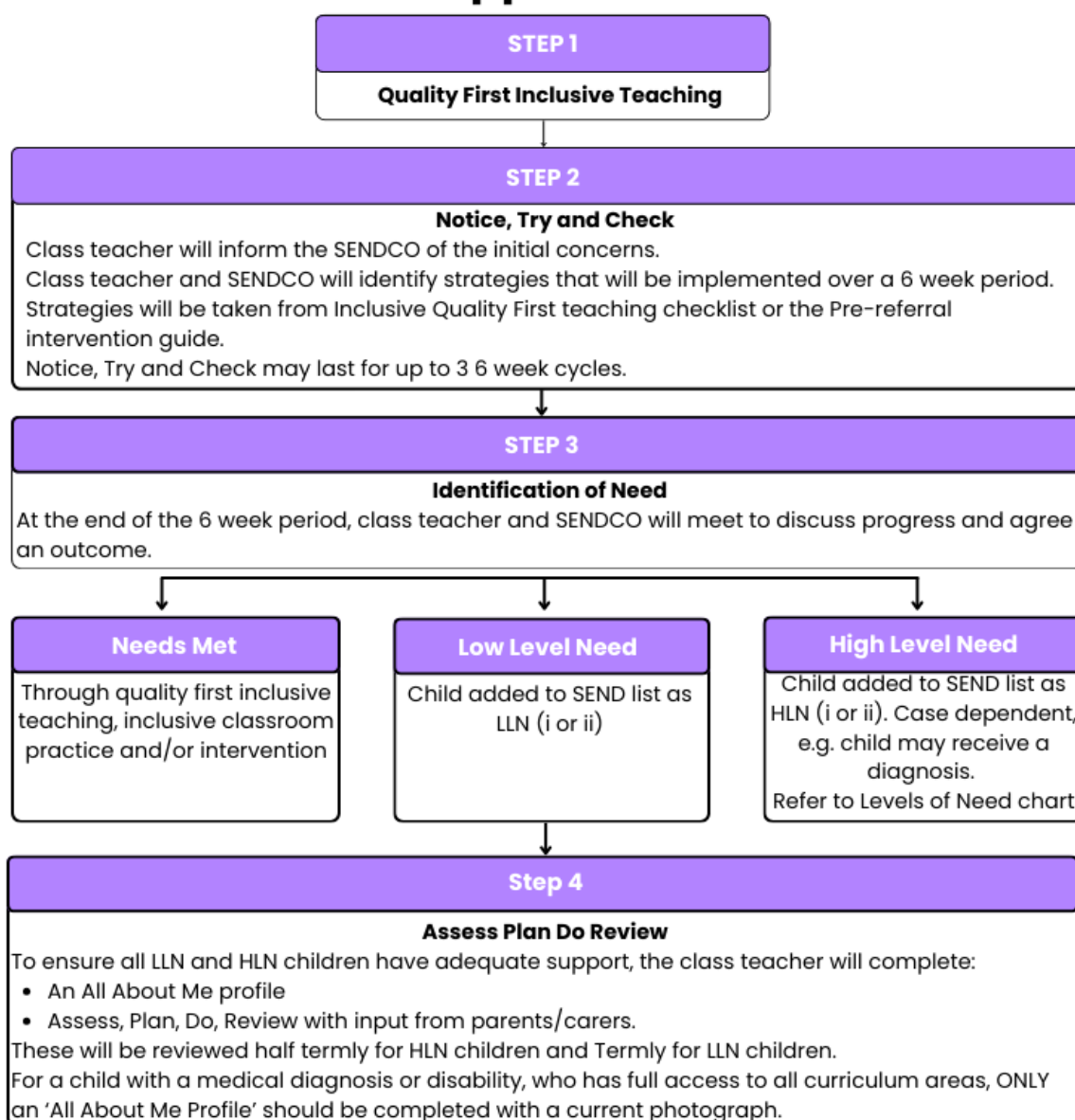
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The next scheduled review for this report is Autumn 2026.

Appendix 1



Eccleston St Mary's Primary School Graduated Approach Flow chart



Step 5

Record of Intervention

From the APDR, the class teacher will plan interventions on a timetable. This will include:

- Type of intervention
- Frequency and Duration
- Adult leading it and children involved

An intervention log will be kept that shows the child's attendance in sessions. Pre and Post attainment will be logged.



Step 6

Provision Map

The SENDCO will use the APDR and intervention timetables to map the support the child is receiving.



Step 7

External Agency Support

If a child makes limited progress towards their targets, interventions may continue and a referral will be made to relevant external agencies for additional support and recommendations.

This may include the Educational Psychologist, SALT or Occupational Therapy.

Class teachers will action all recommendations, monitor progress against them and discuss the child's progress at review meetings.



Step 8

EHC Referral

If after following targeted intervention and support from one or more agencies a child still does not make the expected progress, the SENDCO will gather evidence for an EHC referral. This will include:

- Tracking data
- All About Me Profile
- External agency reports and reviews
- NHS reports
- Costed Provision Maps
- Medical questionnaires and reports

An EHC Panel is held to support the Local Authority to decide whether to accept a referral and recommend whether an EHC assessment should be undertaken. The time taken to produce an EHC Plan is 20 weeks.

