



Inspiring all to learn, care and share

# Special Educational Needs and Disabilities Policy

This document outlines the strategic framework for supporting students with Special Educational Needs and Disabilities (SEND) at Statham Primary School. It establishes a graduated approach to student support through a cycle of assessing, planning, implementing, and reviewing individual progress. The policy identifies key staffing roles, such as the SENDCO, and details the school's legal obligations to ensure equal opportunities and inclusive transitions into adulthood. Collaboration is a central theme, emphasizing the necessity of partnership between educators, parents, and external health or social care agencies. Furthermore, it addresses critical operational areas including safeguarding protocols, fair admissions practices, and the management of Education, Health and Care (EHC) plans. By prioritizing early intervention and the removal of learning barriers, the school aims to provide a high-quality, accessible education for every child.

Mainstream SEND Co-ordinator (SENDCO): Mrs J Rooney

Designated Provision SEND Co-ordinator (SENDCO): Miss H Kerrigan

SEND Governor: Mrs E Simmons

DSL: Mrs J Rooney

Deputy DSL: Mrs N Allen/ Miss L Seddon

## **Statement of intent**

Statham Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, and other schools within The Beam Trust, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood.

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 pupil 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 that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

## **Legal framework**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Section 69 Part 3 of The Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2026) 'Working Together to Safeguard Children '
- DfE (2021) 'Mental health and behaviour in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2026) 'Keeping children safe in education'
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health Wellbeing (SEMH) Policy
- Medical Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Regulation Policy
- Complaints Procedures Policy
- Accessibility Policy

## Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their 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 they 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:

Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment 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.

A SEN information report about the implementation of the school's policy for pupils with SEND.

## Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.

- Ensuring that any SENCO appointed after September 2024 achieves the National Professional Qualification (NPQ) for Special Educational Needs Co-ordinators within three years of appointment, replacing the old NASENCO award.

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

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.

- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- 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:

- 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 them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils 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.
- Keeping the SLT up-to-date with any changes in behaviour, academic developments and causes of concern.

## **Identifying SEND**

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

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

- Is significantly slower than that of their 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 them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

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

When staff identify a child as not making expected progress we monitor this pupil for a half term. If they continue to not make expected progress then we place them on our 'watch and wait' school support profile and inform parents that we will be using systems to assess their child and try to identify if there is an additional need that we can provide for. The pathways for monitoring and support are outlined below.

# Statham Primary School SEND flowchart Step 1

## Initial support pathway for children



Child does not make progress in one or more areas of the curriculum

### Monitor the child

Discuss at pupil progress  
Look at support within class, differentiation, groupings, resources

6 weeks

Class teacher's responsibility

No further action – continue to monitor ongoing progress through assessment as usual

Child makes expected progress

Child does not make expected progress in areas of concern

Watch and Wait – school support

### Raise concerns

Use Oxfordshire Materials (OM) to gather information on specific needs and inform observations

Discuss with ~~Senco~~

Start a short term IEP and set targets

Adjust support timetable for booster opportunities

Discuss with parents

Class teacher's responsibility

Child added to the SEN register after discussion with parents. Long term IEP created.

IEP is evaluated as a working document, discussion with parents and targets updated [On CPOMS and Drive]

Regular discussions with ~~Senco~~ around suitable interventions and progress measures

Discussions with ~~Senco~~ and parents about possible referrals to outside agencies

### Referrals?

CDC  
MHST  
CAHMS  
MARS  
SALT/OT

6 weeks

### Continue with Child Profile

Share Child Profile with parents along with outcomes from OM that inform targets (assess, plan, do, review)

Discuss graduated approach, interventions and OM with ~~Senco~~

6 weeks

Child makes expected progress

Child does not make expected progress

No further action – continue to monitor ongoing progress through assessment as usual

Statham Provision Plan – use alongside Graduated Response

Class teacher's responsibility

Class teacher's responsibility with ~~Senco~~ support

Continue CP for another 6 weeks – if expected progress is made again, discuss with parents and cease CP

Child does not make expected progress

Child makes expected

## Statham Primary School SEND flowchart Step 2

### Support pathway for children on SEN

register (inc EHCP pupils)



Child is placed on the SEN register – multiple IEPs form the Child Profile

Teacher to seek senco support when needed throughout cycle

Update child profile and IEP with register start date and need

Smart targets are small and achievable steps that work towards a larger target

Identify and start interventions

Class teacher's responsibility

Children must know their targets!

Change smart target to another one that develops skills learned. Use OM to support.

Child makes progress against target

Child does not make expected progress against target

Break target down further to make it more achievable – change intervention or support

#### End of every term

Complete BSquare graph for area of need – core subjects and/or SEMH

Evaluated IEPs form the child profile – the IEP is the working document and should be recorded on throughout the term to show journey towards completion of the target. Evaluations should be detailed, data when needed and show progress.

Set new targets and evaluate IBP (if appropriate) – inform parents

Upload everything to CPOMS and shared drive

Update SEN passport if needed

Record conversations in CPOMS

Class teacher's responsibility

Senco reviews paperwork and conducts pupils and parent voice

#### End of Year

Complete BSquare graph and evaluate targets from IEP into the child profile  
Set new targets, evaluate IBP and passport – inform parents  
Upload everything to CPOMS and shared drive  
Prepare for transition

Meet with parents alongside senco:

Discuss external agency support that may be necessary

Is an Educational Psychologist needed? Is Early Help needed?

Is an EHCP relevant for the immediate or long term future?

Is additional emotional well being support needed beyond MHST and school intervention?

Child does not make any progress

Child make progress towards target

Class teacher's responsibility with senco support when needed

Statham Provision Plan

6-12 weeks

Change smart target to another one that develops skills learned. Use OM to support.

If annotations to IEP suggest intervention/support is not working change it before 12 weeks – DON'T WAIT

## Statham Primary School SEND flowchart Step 3

### EHCP children only

At the start of the half term

|  |                                                                                                                                |
|--|--------------------------------------------------------------------------------------------------------------------------------|
|  | Use the IEP document to create SMART targets that feed into the longer term targets from the curriculum, or their EHCP         |
|  | Ensure individual support timetables are in place that shows correct timings and scheduling for all interventions and supports |
|  | Share IEP with relevant TAs                                                                                                    |
|  | Share targets with pupil - devise a way to make them visual and accessible (age and stage appropriate)                         |
|  | Send a copy of the IEP home and upload signed copy to CPOMS                                                                    |

During the term

|  |                                                                                                                                                      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Use the IEP as a working document - use 1 page marking to evidence, annotation boxes and evaluate IEP as children are working towards their targets. |
|  | After a half term - If the support or intervention is not working change it, don't wait for the full half term                                       |
|  | After a half term - If the target has been met, change it                                                                                            |
|  | Record all parental interactions on CPOMS                                                                                                            |

At the end of the term

|  |                                                                                                                                      |
|--|--------------------------------------------------------------------------------------------------------------------------------------|
|  | Use the notations from the half term to evaluate the IEP and inform new targets for the next half term                               |
|  | Upload evaluated IEP to CPOMS                                                                                                        |
|  | Send a copy of the evaluated IEP to parents                                                                                          |
|  | Have a face to face meeting or a phone call to discuss child's progress this term with parents alongside SENCO. Discuss new targets. |
|  | Record all parental interactions on CPOMS                                                                                            |
|  | Check SEN flowchart 2 and ensure all actions are complete                                                                            |

Annually

|  |                                                                                                                     |
|--|---------------------------------------------------------------------------------------------------------------------|
|  | Attend and lead annual review - complete documents 3 weeks prior to meeting and ensure Senco has an electronic copy |
|  | Ensure all relevant documents for academic year are on CPOMS and GDrive                                             |
|  | Arrange additional transition if needed                                                                             |
|  | During transition; complete Pupil Profile, Passport and Aut 1 IEPs for next academic year                           |

## 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 differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- 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:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress - using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle - **assess, plan, do, review** - whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the support/interventions and their impact on the pupil's progress in line with the agreed review date

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 to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

## **Marking and Feedback**

Comprehensive marking and feedback is an important part of the four part cycle. It allows staff to track evidence of progress against targets in all areas of the curriculum which informs evaluations and future planning. The principles of our [marking and feedback policy](#) are underpinned by research and the majority of feedback is verbal and immediate to promote the highest levels of impact on learning.

When staff review pupil's learning using our one-page marking system they use a system to clearly track evidence of progress or anything that has been noted that may impact future adjustments to targets. The pupil's initials will be used to identify who the comment is about followed by the target number from their IEP (for example T1). A tick denotes that this piece of work shows evidence that the target is being successfully implemented by the pupil. However, if feedback needs to be provided to support the pupil with next steps to their learning then a simple comment will be written.

For example

ABC: T2 ✓

ABC: T3 recap formation of a g c d

## **EAL**

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look 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 English or arise from SEND.

## **Safeguarding**

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so 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 and harassment.

The school recognises 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.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The 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.

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 Positive Handling 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 SENCO.

## **Admissions**

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

- 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 for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for 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 who does not have an EHC plan.
- 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.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

## **Transition**

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

## **Involving pupils and parents in decision-making**

Statham Primary School is committed to working in partnership with all 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, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will meet with the parents at least termly and send home updated IEPs at least half termly.

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.
- Bring together relevant professionals to discuss and agree together the overall approach as part of an annual review for an EHC plan.

Where a pupil has an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions 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.

### **EHC needs assessments and plans**

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND 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.

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

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six 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 and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding 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.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can 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 comments before deciding whether to name it in the pupil's 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.

### **Reviewing EHC plans**

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 at least annually.

The school will:

- Collaborate 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' notice of the date of the meeting, such as representatives from the LA SEN, 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 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.
- Prepare and send a report of the meeting, in conjunction with the local authority coordinator, to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.

- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, 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 and employability can be life-transforming for pupils with SEND. It recognises 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 what they will be doing next, e.g. moving on to higher education.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

### **Managing complaints**

The school will publish the Complaints Procedure Policy on the school website.

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 'Special educational needs and disability code of practice: 0 to 25 years'.

### **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 Policy.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

### **Use of data and record keeping**

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

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. through the use of 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 to it, so far as reasonably practicable.

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

### **Confidentiality**

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

- To a SEND tribunal when parents 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 HE.
- To the headteacher of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

### **Publishing information**

The school will publish information on the school website about the implementation of this policy as well as the SEN Information Report.

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

### **Joint commissioning, planning and delivery**

The school will work closely with local education, The Beam Trust and health and social care services to ensure pupils get the right support.

The school will 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 the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An 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.

### **Monitoring and review**

The policy is reviewed on an annual basis by the headteacher and SENCo, in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

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