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Westbourne Primary School

Special Educational Needs and Disabilities (SEND) Policy

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1. Statement of intent

Westbourne Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duties, obligations, and principal equality values in providing a high-quality education to its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with the Local Authority (LA), or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The 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, including independent living and employment

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance 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
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE 'Special Educational Needs and Disability Code of Practice: 0 to 25 years'
- 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’

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy
- Equality, Diversity and Inclusion Policy
- Data Protection Policy
- Records Management Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy (including suspension and exclusion)
- Complaints Procedures Policy
- Accessibility Policy

3. 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.

4. 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 the class average, 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.
- The attainment gap is widened by the plateauing of progress.

5. Roles and responsibilities

The Trust Board will be responsible for:

- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC Plan.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g., in line with the Equal Opportunities Policy.
- Regularly monitoring the school's policies and procedures to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Developing complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's policy and procedures.
- Appointing an individual Trustee to oversee the school's arrangements for SEND.

- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges or barriers that children with SEND may face.

The Headteacher will be responsible for:

- Preparing the Accessibility Plan, with the SENCO showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Appointing a designated teacher for CLA, where appropriate.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing 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.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC Plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the Trust board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health.

The SENCO will be responsible for:

- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil.

- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Preparing the SEND Information Report and publishing it on the school's website.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Cooperating with the LA during annual EHC Plan reviews.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Collaborating with the Trust Board and Headteacher, as part of the management team, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant Trustees and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND Policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC Plans.
- Liaising with the relevant designated teachers where CLA have 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.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- 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.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection/GDPR Policy.
- Informing the parents of pupils with SEND, who do not have an EHC Plan, that SEND provision is being made.
- In collaboration with the Headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers and staff.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

The DSL will be responsible for:

- Liaising with the Headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupils' attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Teachers will be responsible and accountable for:

- High-quality teaching, adapted for individual pupils (if necessary).
- 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 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 relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher.

6. Definitions and Identifying SEND

For this policy, a pupil is identified as having SEND if they experience barriers to learning or participation that require support which is additional to, or different from, that normally available to pupils of the same age. This may be because they:

- Have significantly greater difficulty in learning than most children of the same age

- Have a disability or health condition that affects their ability to access learning, participate fully in school life, or make use of the facilities and opportunities available to their peers.

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.

A medical diagnosis, disability or health condition does not automatically mean that a pupil has Special Educational Needs (SEN) or requires inclusion on the SEND Register. In accordance with the SEND Code of Practice, pupils are identified as having SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them. Decisions regarding inclusion on the SEND register are based on assessed need and the requirement for provision that is additional to or different from that normally available to pupils of the same age. A formal diagnosis is not required for a pupil to receive SEND Support.

The school reviews its SEND provision to meet the needs of pupils across the four broad areas of need identified in the SEND Code of Practice. These are:

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

Identification of SEND is an ongoing process. Staff monitor pupils' progress, attainment, wellbeing and engagement in learning to identify any emerging needs at the earliest opportunity. The school recognises that a pupil's needs may change over time and therefore regularly reviews the effectiveness of support and provision in place.

The school also recognises that difficulties in learning or participation may arise as a result of factors such as bereavement, attendance concerns, bullying, medical needs or changes in family circumstances. Where concerns are identified, these will be explored carefully to determine whether a pupil has SEND and/or requires additional support.

The SENCO maintains a secure record of pupils identified as having SEND, together with records of pupils who have a diagnosed medical condition, disability or neurodevelopmental condition. Relevant information may be shared with external agencies where appropriate and in accordance with data protection requirements, including to support safeguarding, assessment processes or transition to another educational setting.

Communication and interaction

Pupils may experience difficulties with speech, language, communication, and social interaction. The school recognises that needs within this area vary considerably and that pupils may require support to understand language, express themselves effectively, develop social communication skills or engage positively with others. The SENDCo works collaboratively with staff, parents and external professionals to ensure appropriate support is provided.

Cognition and learning

Some pupils may experience difficulties acquiring skills and knowledge at the expected rate for their age. These difficulties may be general or may affect specific areas of learning, including literacy, numeracy or aspects of memory and processing. Provision is planned according to each pupil's individual needs and reviewed regularly to ensure it remains effective.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). Specific learning difficulties (SpLDs) 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 (SEMH) difficulties

Pupils may experience social, emotional or mental health difficulties that affect their wellbeing, relationships, engagement or learning. The school recognises that behaviour can be a form of communication and may indicate an underlying need. Appropriate support and reasonable adjustments will be implemented in accordance with the school's Behaviour Policy and SEND procedures.

Sensory or physical needs

Pupils may have sensory or physical needs that affect their ability to access learning, participate fully in school life or make use of the facilities available. The school will make reasonable adjustments, provide auxiliary aids where appropriate and seek specialist advice when required to ensure that pupils can access the curriculum and wider school opportunities.

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

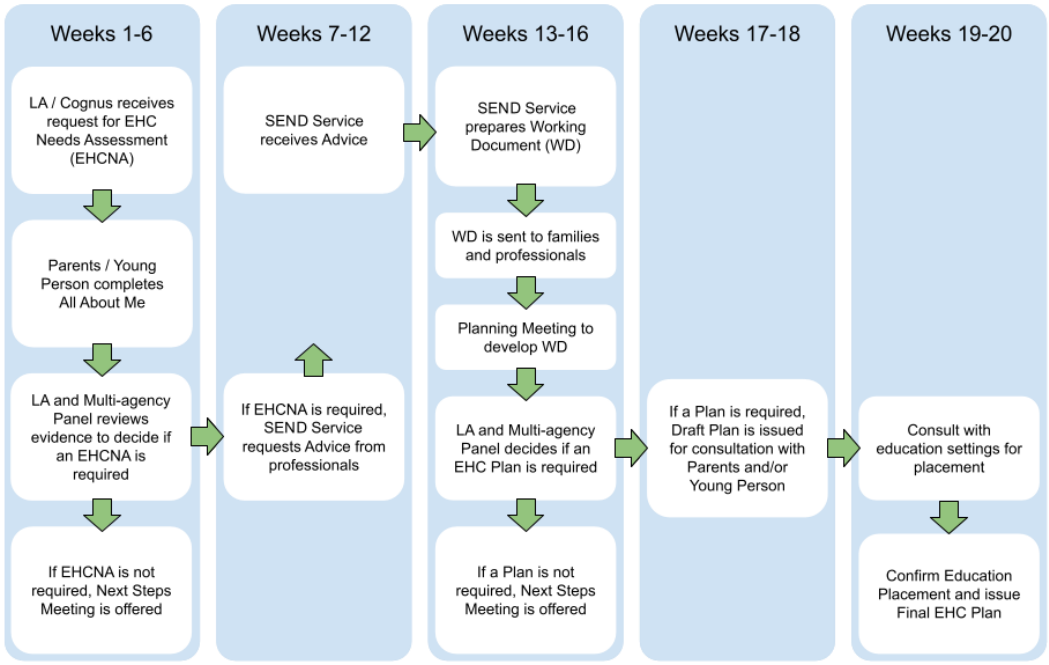
7. Educational, Health and Care Plans (EHCPs)

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.

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 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.

The school will meet its duty to provide views on a draft EHC Plan within 15 days. 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.

EHC Need Assessment (EHCNA) process:



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.

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.

All reasonable provisions will be taken by the school to provide a high standard of education.

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 short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The school will review each pupil's EHC Plan to ensure that it includes the statutory sections outlined in the 'Special Educational Needs and Disability Code of Practice: 0 to 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 Trust Board, Headteacher or SENCO will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

The school will ensure that any EHC Plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC Plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC Plans.

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

The school will ensure that parents are consistently kept involved throughout the implementation of an EHC Plan.

The school 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.

8. Reviewing the EHC Plan

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:

- 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' 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.
- Contribute any relevant information and recommendations about the EHC Plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC Plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting 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.
- Review each pupil's EHC Plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 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 governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

9. 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 also ensure staff listen and understand when parents express concerns about their child's development. The school will listen to any concerns raised by children themselves.

The school will ensure that:

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

10. Children with specific circumstances

Children Looked After (CLA)

Pupils 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 member of staff for coordinating the support for CLA.

Where that role is carried out by a person other than the SENCO, Designated Teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL

The school will give particular care to the identification of pupils 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 will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates that having EAL is not equated with having learning difficulties/special educational needs. 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 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.

11. 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.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

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

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.

12. Involving pupils and parents in decision-making

Parents of pupils with SEND will be encouraged to share their knowledge of their child; the Headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when the school provides their child with SEND support. The class teacher will offer to meet pupils' parents three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities. The SENCO will attend meetings where appropriate or where additional advice and guidance is required.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

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 on 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 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.

13. Joint commissioning, planning and delivery

The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes.

The school will work closely with local education, 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 and young people 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; this is part of our graduated approach process (assess, plan, do, review).

14. Funding

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.

15. Local Offer

The school's Trust 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**: Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible**: The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- **Comprehensive**: The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer 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**: The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

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.

16. Graduated approach

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the help of the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

17. Assessment

The school will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC Plan, will start with the desired outcomes and the views of the parents 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.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' - Broad Areas of Need:

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

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

18. Staff training in SEND and improving practice

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

During teachers' induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENCO
- Implementing support measures
- Monitoring the success of those support measures
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments

19. Promoting mental health and wellbeing

The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum and through a HPL approach to learning and behaviours.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a pupil requires such services. Where appropriate, the school will support parents in the management and development of their child.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex needs, additional in-school support will include:

- Supporting the pupil's teacher to help them manage the pupil's behaviour.
- Possible additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An IHP (Individual Healthcare Plan). All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

20. Safeguarding

The school recognises that evidence shows children with SEND are 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, but not limited to, child-on-child abuse, 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,

- 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.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The Headteacher and Trust Board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse, including when using 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 Behaviour 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.

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

The Trust Board 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 the SENCO.

More information can be found in our Safeguarding and Child Protection Policy and Procedures.

21. Transferring between different phases of education

The school recognises the importance of effective transition planning between phases of education and works closely with pupils, families, educational settings and other professionals to support a smooth transition.

The key transfers are as follows:

- Early years provider to primary school
- Primary school to secondary school

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.

As part of local authority transition arrangements, the school is invited to attend transition days and handover meetings for pupils moving from nursery to primary school. Similar arrangements are in place for pupils transferring from primary to secondary school, enabling staff to share information about pupils' strengths, needs and successful support strategies. Where appropriate, additional transition support may be arranged for pupils with SEND to help ensure a successful move between settings.

22. Managing complaints

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

Where a parent raises a serious concern or disagreement regarding the SEND provision being made for their child, the school will endeavour to resolve the matter promptly and collaboratively through discussion with parents and, where appropriate, the pupil and relevant staff. The school will seek to address concerns at the earliest opportunity and work in partnership with families to reach a positive resolution.

Where concerns cannot be resolved through the school's usual procedures, further advice and support may be sought from external agencies. In the case of pupils with an Education, Health and Care (EHC) Plan, the school may work with the Local Authority and utilise available disagreement resolution services where appropriate.

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.

EYFS Parents will be 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 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years'.

23. 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
- Ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g., moving on to higher education.
- Engage with secondary schools, as necessary, to help plan for any transitions.
- Transfer all relevant information about pupils to any educational setting that they are transferring to.

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

24. 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 a Student Support Plan (SSP).
- Include details of SEND, outcomes, actions, 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.
- 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 and Ofsted.

The SEND Information Report will be prepared by the SENCO and SLT, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special Educational Needs and Disabilities Code of Practice: 0 To 25 Years'.

25. Confidentiality

The school will not disclose any EHC Plan without the consent of the pupil's parents, except for 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 (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

26. Publishing information

The school will publish information on the school website about the implementation of this policy.

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

27. Monitoring and review

This policy is reviewed annually by the Headteacher, in consultation with the SENCO and Trust Board, to ensure it remains compliant with current legislation and reflects the needs of the school community. Any significant changes to the policy will be communicated to staff and other relevant stakeholders.

A copy of this policy is available on the school's website and can be provided in an alternative format on request. Parents and carers are encouraged to access the policy online for the most up-to-date information regarding the school's approach to SEND.

All staff are required to familiarise themselves with this policy as part of their induction programme and are expected to implement its principles and procedures consistently in their day-to-day practice.