Policy for

Special Educational Needs and Disabilities (SEND) Policy

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Statement of intent

All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:



Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

The Aspire Educational Trust 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.
- Promote equal opportunities.

Each school will work with the Trust and the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of children, parents and young people 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 children and young people with SEND
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment

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
- 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
- The Special Educational Needs and Disability (Amendment) Regulations 2024

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 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE 'Keeping children safe in education'
- 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
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour 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 Trustees will be responsible for:

- Ensuring the Trust leaders are overseeing schools in meeting their duties in relation to supporting pupils with SEND.

The LAC 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 there is a qualified teacher designated as SENCO for the school.

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

In enacting this policy, the headteacher/principal 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 LAC 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 Local Academy Committee and headteacher/principal, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND
- Liaising with the relevant, designated teacher where an LAC has 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/principal 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.
- Advising on a graduated approach to providing SEND support.
- 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.

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.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Keeping the 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/principal.

Identifying SEND

Our schools recognise 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, 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

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

- Whenever possible, a member of the SEND team or SENCO will attend transition Review Meetings for pupils with EHC Plans
- Admissions information will be shared with the SENCO so provision can be planned for

Identification of pupils with SEND will be continuous through children's time at the school. Staff will be expected to remain alert to events that can lead to learning difficulties, such as bereavement or bullying.

The school will maintain a list of pupils who have been recognised as having SEND. The records will be held centrally and kept securely. In some circumstances the records may be shared with external agencies, for example, for safeguarding issues or on transition to another school.

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 can 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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- The need for intimate care or that these pupils are isolated from others.
- Increased dependence on adults for care.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

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

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes 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 LAC and headteacher/principal 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.

The universal offer (OAIP)

The school will establish a strong universal offer as the foundation of its inclusive practice. This universal offer will set a clear baseline for high-quality provision for all pupils, placing inclusion at the heart of everyday school life.

Through its universal offer, the school will ensure that every pupil receives high-quality, adaptive teaching, timely support where needed, and access to approaches that are grounded in evidence. The school will build on existing strengths in its provision and continue to strengthen practice so that inclusion becomes embedded across the whole school.

The school will use assessment information, data, and professional insight to understand each pupil's strengths and barriers to learning. It will respond consistently to commonly occurring needs, recognising that differences in development and learning are natural, expected and may change over time. Early identification and early intervention will be central to the school's approach.

The universal offer will include:

- Ambitious leadership and governance that embed inclusion within strategic planning and school improvement.
- Evidence-informed practice that prioritises early intervention and prevention.
- High-quality, adaptive teaching and a broad, balanced curriculum designed to be accessible for all learners.
- Accessible and enriching opportunities beyond the classroom.
- A safe, calm, and respectful culture that promotes belonging, engagement and strong attendance.
- Strong partnerships with parents, carers, and external services.
- Inclusive physical environments, with ongoing improvements to accessibility.

The school will ensure that all staff are appropriately trained and supported to deliver inclusive practice. Teachers, leaders, and the SENCO will work collaboratively to ensure that

communication is clear and that provision is well coordinated. Inclusive practice will remain an integral element of everyday teaching and learning.

In the early years, the school will provide high-quality provision with a strong focus on communication and language development. The school will identify emerging needs promptly and put effective support in place without unnecessary delay.

Across all phases, the school will create calm, well-structured environments and deliver a rich and engaging curriculum that supports both academic progress and personal development.

The school will take a whole-school approach to inclusion. Support for individual pupils will sit within a clearly defined, strategic framework that promotes inclusive practice for all. The school will proactively plan its inclusive provision through its inclusion strategy, setting out how it will remove barriers to learning and how available resources will be used to strengthen inclusion.

The school will align its practice with national guidance and emerging inclusion standards, ensuring that its approach is evidence-informed and that inclusion is built into systems, environments, and curriculum design.

Through this universal offer, the school will aim to ensure that the majority of pupils' needs are met effectively within mainstream provision, reducing the need for escalation and ensuring that support is timely, proportionate, and responsive.

SEND Support The school recognises its statutory duty to provide a broad and balanced curriculum for all pupils. High-quality, adaptive teaching will be the first response to pupils who have or may have SEND and forms part of the school's universal offer.

High-quality teaching

Teachers at each school will:

- Set high expectations for every pupil.
- Deliver adaptive teaching that removes barriers to learning.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Provide appropriate support 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.

Identifying the need for additional support

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.
- Professional judgement informed by evidence-based approaches.

Where additional needs are identified that cannot be met through the universal offer alone, the school will provide targeted support.

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**: A clear understanding of the pupil's needs will be established, drawing on assessment data, teacher observations, parental views, and, where appropriate, specialist advice.
- **Plan**: Adjustments, interventions and support will be agreed, alongside intended outcomes and a clear review date.
- **Do**: The agreed support will be implemented. Class teachers will retain responsibility for the pupil's progress.

  Review: The effectiveness of the provision will be evaluated against agreed outcomes.

The implementation stage will last the duration of a term, and more commonly two terms. Specialist staff and teaching assistants will work closely with classroom teachers to link interventions and classroom teaching.

If the pupil has achieved the outcomes and the intervention has been successful, the pupil's name will be moved from the SEND register to the monitoring list.

Where the pupil has not achieved the outcomes, the results of the intervention will feed back into the analysis of the pupil's needs and changes to the intervention or the outcomes will be discussed. The pupil 'assess, plan, do and review' cycle may continue. This will build a history and a better understanding of the pupil's difficulties.

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.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

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.

Updated Early years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school recognises that the earliest years of life are fundamental to securing positive long-term developmental, educational, and social outcomes, particularly for children with SEND. Early identification and timely intervention will be central to the school's approach. Acting early will help prevent learning gaps from becoming entrenched and reduce the need for more intensive support later.

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

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENCO.
- Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
  - Implementation of SEND policy and procedures.
  - Arrangements for the admission of children with SEND.
  - Steps being taken to prevent children with SEND from being treated less favourably than others.
  - Facilities provided to enable access to the school for children with SEND.
  - Accessibility plan showing how it plans to improve access over time.
- Inform parents when the school makes special educational provision for their child.

- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

Early identification and timely support

The school will ensure that all staff working in the early years are alert to emerging developmental differences and respond without delay. The school will:

- Listen carefully to parents and carers when they express concerns about their child's development, recognising families as key partners.
- Listen to and value children's views, where developmentally appropriate.
- Monitor and review the progress and development of all children through ongoing assessment and observation.
- Identify and respond to emerging needs without requiring a formal diagnosis before support is provided.
- Follow a graduated approach through the 'assess, plan, do, review' cycle.
- Inform parents when special educational provision is being made and involve them fully in planning and review.

The school will place particular emphasis on early support for speech, language and communication needs (SLCN), social communication, emotional regulation, and emerging social, emotional, and mental health needs, recognising the strong evidence that early intervention in these areas leads to improved outcomes.

Partnership with families and Best Start Family Hubs

The school recognises that families need coordinated, timely and locally accessible support.

The school will:

- Work in partnership with Best Start Family Hubs, which will act as a central point of access for advice, early help, and integrated services.
- Engage with SEND practitioners based within Best Start Family Hubs to ensure families receive appropriate guidance and direct support at the earliest stage.
- Signpost families to local health, education, and care services where appropriate.
- Support parents in accessing integrated advice and intervention before escalation of need.

The school will contribute to collaborative working between education, health, and care professionals to ensure families do not experience fragmented or duplicated support.

High-quality inclusive early years provision

The school will provide high-quality early years education with a strong focus on:

- Communication and language development.

- Social interaction and emotional regulation.
- Early literacy and numeracy foundations.
- Play-based learning.
- Independence and confidence.

Provision will be adapted to meet individual developmental needs, ensuring that children with SEND engage fully alongside their peers.

The school will ensure that early years educators access appropriate professional development, including national training opportunities and evidence-based resources

Where required, the school will draw on advice from education and health professionals through multi-agency collaboration and emerging 'Experts at Hand' models of support.

Transition to school

The school recognises that effective transition into Reception is critical.

The school will:

- Share information securely and promptly between early years settings and Reception staff.
- Engage in partnership work to strengthen transitions from nursery to school.
- Implement best practice in Reception teaching to support early language, communication, and inclusion.
- Use evidence-informed approaches, including structured early language interventions where appropriate.

Complex Needs and Escalation

For children under five with identified complex needs, the school will work closely with the LA and health partners to ensure timely access to specialist assessment and provision, in line with national guidance.

Admissions

The Trust will ensure it meets its duties set under the '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.

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.

Examination access arrangements

An examination access arrangement granted in Year 6 will not automatically carry over into Year 7.

A pupil requiring an access arrangement will not necessarily be placed on the SEND register, nor will they automatically require a targeted support plan.

Transition

The school recognises that effective transition planning is essential to securing positive educational, social, and emotional outcomes for children and young people with SEND. Transitions will be carefully planned, timely and person-centred.

Transition planning will apply to:

- Entry into early years provision
- Movement from nursery to Reception
- Primary to secondary transition
- In-year transfers
- Transition between layers of support
- Transition to post-16 education, training, or employment
- Preparation for adulthood

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

The 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. Parents will be treated as equal partners in planning and reviewing support

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 as required, will meet with the parents termly.

The school recognises that families should not have to navigate complex systems or wait for difficulties to escalate before receiving support. Communication will be clear, timely and coordinated. Where appropriate, families will be signposted to additional sources of support, including LA services and Best Start Family Hubs

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, recognising their strengths as well as needs.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Enable the pupil to express their views, wishes and aspirations in developmentally appropriate ways.
- 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 families.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the 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.

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.

EHC needs assessment and plans

Each 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.

Requesting an EHC needs assessment

Before requesting statutory assessment, the school will ensure that:

- High-quality adaptive teaching has been consistently implemented.
- Targeted and, where appropriate, Targeted Plus support has been delivered and reviewed.
- External professional advice has been sought where appropriate.
- Parents and the pupil have been fully involved in planning and review.
- Evidence demonstrates that needs cannot be met through available mainstream provision.

The decision to request an EHC needs assessment will be made in consultation with parents and informed by evidence from the graduated approach.

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 request 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

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 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 in order to create the greatest confidence amongst pupils and their family.
- 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.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to 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 headteacher/principal will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

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,

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

Each school 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.

[EYFS only] 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'.

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 (including Confidentiality)

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.
  Support effective monitoring of progress, behaviour, and development
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school will use assessment information, progress data, and professional insight to identify emerging barriers to learning at the earliest opportunity. Data will inform planning, review, and evaluation of support to ensure provision remains responsive and effective.

The school keeps data on the levels and types of need within the school and makes this available to the LA 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 the headteacher/principal (or equivalent position) 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.

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

The SEN Information Report will be prepared by the LAC 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'.

The Inclusion Strategy will be prepared by the governing board and will be published on the school website.

Joint commissioning, planning and delivery

Each 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 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.

Local Offer

Each school 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.

Each 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.

Monitoring and review

The policy is reviewed on an annual basis by the Trust SLT in conjunction with the Trustees board; any changes made to this policy will be communicated to all schools.

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