SEND Policy

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Belthorn Academy Primary School Belthorn Road Belthorn Lancashire BB1 2NY Tel: 01254 55620 Email: info@belthornacademy.co.uk	Head teacher: Mrs M Furness SENCo: Mr S Carr SEN Governor: Helen Rowan

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Statement of intent

Belthorn Academy 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. Belthorn Academy is committed to inclusive education. High-quality teaching is the first response to meeting the needs of pupils with SEND. Teachers are responsible and accountable for the progress and development of all pupils in their class. Reasonable adjustments, adaptive teaching and inclusive classroom practices are used to ensure pupils with SEND can access the full curriculum alongside their peers.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of 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.
- Provide a successful and effective pastoral approach, which promotes the physical, mental and emotional wellbeing of all our children including those with SEND

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

- The involvement of parents in decision-making
- Pupils will be actively involved in decision-making about provision, support strategies and outcomes, in a manner appropriate to their age and level of understanding.
- The identification of children and young people's needs
- 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 young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Signed by:

	Headteacher	Date:	
	Chair of governors	Date:	

1. Legal framework

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

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)

1.2. **This policy has due regard to the current statutory versions 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 (2017) 'Supporting pupils at school with medical conditions'
- DfE (2026) 'Keeping children safe in education'
- DfE (2023) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

1.3. **This policy operates in conjunction with the following school policies:**

- Admissions Policy
- Equal Opportunities Policy
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- SEND information report

2. Identifying SEND

2.1. **The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.**

2.2. **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.**

2.3. **Progress will be characterised using the following stipulations:**

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

3. Definitions

3.1. **For 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.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

3.2. **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.**

3.3. **The school reviews how well equipped we are to provide support across the following areas:**

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

Communication and interaction

3.4. **Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.**

3.5. **The school recognises that:**

- Pupils who are autistic may have particular differences in social communication, social interaction, sensory processing and flexibility of thinking.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the

different aspects of speech, language or social communication at different times of their lives.

3.6. **The SENCO and teaching staff will work with pupils, parents and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.**

Cognition and learning

3.7. **Pupils with learning difficulties may require support – the school will offer learning support in line with its SEND Information report**

3.8. **The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.**

3.9. **Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.**

Social, emotional and mental health difficulties

3.10. **Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour.**

3.11. **The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will support pupils with these difficulties.**

3.12. **The school recognises that some pupils may be neurodivergent and that behaviour may be a form of communication of unmet need.**

Sensory or physical needs

3.13. **Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:**

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

3.14. **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
- Tattoos and piercings

4. Objectives

4.1. **The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:**

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- To monitor the progress of all pupils to aid the earliest possible identification of SEND.

5. Roles and responsibilities

5.1. **The governing board will be responsible for:**

- Ensuring effective communication with pupils with SEND and their parents take place, when drawing up policies that affect them.
- Overseeing the identification, assessment and provision for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for CLA, where appropriate.
- Making reasonable adjustments 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.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the accessibility plan, 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.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.

- Preparing the SEND information report and publishing it on the website.

5.2. **The Headteacher will be responsible for:**

- 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.
- Cooperating with the LA during annual EHC plan reviews.
- 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.
- Assisting the governing board in appointing a designated teacher for CLA, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- 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.
- Consulting health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's Pupil Confidentiality Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO has access to relevant and regular training.

5.3. **The SENCO will be responsible for:**

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.

- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- 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 teacher where a CLA 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.
- Drawing up a one-page profile of a pupil with SEND.
- 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 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.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

5.4. **Classroom 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 aim 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.
- 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: Melanie Egan, Kelly Drugan and Stuart Carr.

6. EYFS

6.1. **The school ensures all staff who work with young children are alert to emerging difficulties and respond early.**

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

6.3. **The school will listen to any concerns raised by children themselves.**

6.4. **The school will ensure that:**

- Pupils with SEND get the support that they need.
- Pupils with SEND engage in the activities that the school offers alongside pupils who do not have SEND.
- A designated teacher, the SENCO, is responsible for coordinating SEND provision.
- Parents are informed when the school makes special educational provision for their child.
- All policies relating to the provision of SEND and accessibility are available.

7. Children with specific circumstances

CLA

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

7.2. **The school recognises that children that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.**

7.3. **The school has a designated member of staff for coordinating the support for Children Looked After (CLA) (currently Miss Caroline Dugdale).**

7.4. **Where that role is carried out by a person other than the SENCO, designated teachers should 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

7.5. **The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.**

7.6. **It is necessary to consider the pupil within the context of their home, culture and community.**

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

7.8. **The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.**

7.9. **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 that is used there or arise from SEND.**

8. Admissions

8.1. **The school will ensure it meets its duties set under the 'School Admissions Code' by:**

- 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.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

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

9. Involving pupils and parents in decision-making

9.1. **Parents of pupils with SEND are 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.**

9.2. **Parents will always be formally notified when the school provides their child with SEND support beyond the graduated approach of targeted intervention.**

9.3. **Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.**

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

9.5. **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 families.
- Bring together relevant professionals to discuss and agree together the overall approach.

9.6. **The class teacher, supported by the SENCO, will meet with pupils, and their parents two times an academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities. This may be additional or inclusive of Parents' Evening, depending on specific circumstances of needs.**

10. Joint commissioning, planning and delivery

10.1. **The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.**

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

10.3. **The school assists 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).**

10.4. **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/sources of health inequalities.

10.5. **The school's Data Protection Policy will be adhered to at all times.**

10.6. **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 children and young people with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

10.7. **Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.**

10.8. **SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.**

11. Funding

11.1. **The school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.**

11.2. **Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.**

12. Local Offer

12.1. **In developing and reviewing the Local Offer, the school will adopt the following approach:**

- **Collaborative**: The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also co-operate with those providing services.
- **Accessible**: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and publicised.
- **Comprehensive**: Parents and pupils will know 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 Local Offer will include eligibility criteria for services, where relevant, and make 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**: When parents and pupils access the Local Offer, it is important that the information is up-to-date.

13. Graduated approach

13.1. **Once a pupil with SEND has been identified, the school will follow the Assess-Plan-Do-Review cycle as outlined in Section 6.44 to 6.56 of the SEND Code of Practice to meet the pupil's needs by:**

- Establishing a clear assessment of the pupil's needs.
- Planning, with 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 and assessment lead.
- Reviewing the effectiveness of the interventions, and making any necessary revisions.

14. Assessment

14.1. **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.**

14.2. **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.**

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

14.4. **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.**

14.5. **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 their 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.

14.6. **Detailed assessments will identify the full range of the individual's needs, not just the primary need.**

14.7. **Where possible, pupils' needs will be defined under the 'SEND 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

14.8. **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.**

15. Training

15.1. **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.**

15.2. **Training will cover both the mental and physical needs of pupils with SEND.**
15.3. **The training offered will be delivered to ensure equality, diversity, understanding and tolerance.**
15.4. **Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.**
15.5. **During staff induction, all staff will receive SEND training.**
15.6. **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
- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

16. Promoting mental health and wellbeing

16.1. **The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn.**
16.2. **Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.**
16.3. **Following consultations with parents and staff, a child psychologist, play therapist, specialist teacher and CANW counsellor may be accessed where a pupil requires such services.**
16.4. **Where appropriate, the school will support parents in the management and development of their child.**
16.5. **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.**
16.6. **For pupils with more complex problems, additional in-school support will include:**

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An IHP. 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.

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

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

17. EHC plans

17.1. **The school will fully cooperate with the LA when research about the pupil is being conducted.**

17.2. **The school will provide the LA with any information or evidence needed.**

17.3. **All relevant teachers will be involved in contributing information to the LA.**

17.4. **If the school decides to implement an EHC plan, the parents and the pupil will be informed, including the reasons for this decision.**

17.5. **The school will meet its duty to provide parents or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.**

17.6. **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.**

17.7. **If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.**

17.8. **The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.**

17.9. **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.**

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

17.11. **Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.**

17.12. **The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.**

17.13. **The school will ensure that each pupil's EHC plan includes the statutory sections outlined in the 'SEND Code of Practice: 0 to 25 years', labelled separately from one another.**

17.14. **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 SENCO or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
- Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

17.15. **The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.**

17.16. **Information regarding a pupil's EHC plan will only be shared with other educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan.**

17.17. **The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.**

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

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

17.20. **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.**

18. Reviewing the EHC plan

18.1. **The school will:**

- Cooperate with the 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.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Complete Annual reviews in accordance with statutory SEND regulations and Local Authority requirements.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

19. Transferring between different phases of education

19.1. **EHC plans 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 phase.**

19.2. **The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.**

19.3. **The key transfers are as follows:**

- Early years provider to school
- Infant school to junior school
- Primary school to middle school
- Primary school to secondary school
- Middle school to secondary school

20. SEND tribunal

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

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

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

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- EYFS Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years' provision, if the problem has not been resolved informally.

20.4. **The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.**

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

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

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

20.8. **All staff involved in the care of the pupil will cooperate with parents, to provide the pupil with the highest standard of support and education.**

21. Supporting successful preparation for adulthood

21.1. **The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.**

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

21.3. **The school will transfer all relevant information about pupils to any educational institution that they are transferring to.**

21.4. **If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy. The school will consider whether a pupil's SEND has contributed to behaviour leading to suspension or exclusion and will ensure reasonable adjustments and appropriate support have been considered.**

21.5. **The school recognises the strong links between SEND and attendance. Attendance data will be monitored closely and barriers to attendance will be identified and removed wherever possible through a collaborative approach with pupils, parents and external agencies.**

21.6. **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.**

21.7. **The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.**

22. Data and record keeping

22.1. **The school will:**

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

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

22.3. **The SEND information report will be prepared and approved by the SENCO and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.**

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

23. Confidentiality

23.1. **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 institution at which the pupil is intending to start their next phase of education.

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

24. Resolving disagreements

24.1. **The school is committed to resolving disagreements between pupils and the school.**

24.2. **In carrying out of duties, we:**

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

24.3. **The school's Complaints Procedures Policy will be published on the school's website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.**

25. Publishing information

25.1. **The school will publish information on our website about the implementation of the SEND Policy.**

25.2. **The governing board will publish details of the SEND information report on the website.**

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

26. Monitoring and review

26.1. **The policy is reviewed on an annual basis by the SENCo in conjunction with the Headteacher and governing board; any changes made to this policy will be communicated to all members of staff.**

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

26.3. **The next scheduled review date for this policy is October 2027**