

SEND Policy

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Statement of intent

The Grand Union Partnership Multi-academy Trust values all pupils and celebrates diversity of experience, interest and achievement. All children across the Trust need to experience praise, recognition and success, and pupils with SEND have an equal entitlement to this.

This policy outlines the framework for the Trust to meet its duty, obligation and principal equality values to provide an appropriate high-quality education for pupils with SEND.

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

The Trust will work with relevant Local Authorities, or equivalent, in ensuring that the following principles underpin this policy:

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

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 Care Act 2022
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The 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
- The UK General Data Protection Regulation

1.2. 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 (2022) 'Keeping children safe in education'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

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

- Admissions Policy
- Equal Opportunities Policy:
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Behavioural Policy
- Complaints Procedures Policy
- Accessibility Plan

2. Identifying SEND

- 2.1. Each school in the Trust 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 each school's SEN Information Report.
- 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 given their age and individual circumstances.
- 2.3. 'Less than expected progress' will be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline.
 - Does not match or better the pupil's previous rate of progress
 - Fails to close the attainment gap between them and their peers
 - Widens the attainment gap

3. Definitions

- 3.1. For this policy, a child is defined as having SEND if they have a:
 - 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.
- 3.2. Each school in the Trust reviews how well equipped it is 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

- 3.3. 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.
- 3.4. The Trust recognises that:

- Pupils with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
 - 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.
- 3.5. The SENCO in each school will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

- 3.6. Pupils with learning difficulties may require support – the school will offer learning support in line with their needs.
- 3.7. The Trust 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). SENCOs in each school in the Trust will ensure that any provision offered will be suitable to the needs of the pupil.
- 3.8. 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

- 3.9. 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. The Trust recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and each school in the Trust will support pupils with these difficulties.
- 3.10. Each school in the Trust will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

- 3.11. Impairments that prevent or hinder pupils from using school facilities, such as vision impairment (VI), do not necessarily have SEND. Each school in the Trust 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.

3.12. 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

3.13. The Trust 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 SENCOs will ensure that their support needs are being met.

4. Objectives

4.1. Every school in the Trust is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, schools in the Trust 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 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.

5. Roles and responsibilities

5.1. The Local Academy Committee at each school will be responsible for:

- Ensuring that an appropriate member of staff is appointed to the role of SENCO by the Headteacher.

- Ensuring a designated teacher for LAC is appointed by the Headteacher, where appropriate.
- Appointing an individual governor to oversee the school's arrangements for SEND.
- Approving annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.

5.2. The Headteacher in each school in the Trust will be 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.
- 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.
- Ensuring that the SENCO works 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.
- Appointing a designated teacher for LAC, 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 their school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- 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.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.

- Ensuring that effective provision is in place 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.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- 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.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Ensuring that 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 are updated annually and published on the school's website.
- 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.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.
- 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.

5.3. The SENCO at each school in the Trust will be responsible for:

- Collaborating with the Local Academy Committee 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.
- Cooperating with the LA during annual EHC plan reviews
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.

- Working with teachers to monitor and review pupils' progress during the academic year.
- Liaising with the relevant, designated teachers where LAC 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.
- Ensuring that a one-page profile for a pupil with SEND is in place.
- 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.
- In collaboration with the headteacher, 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.
- Preparing the SEND information report and publishing it on the website once it has been approved by the LGB.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing and signposting opportunities for 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.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the Trust Supporting Pupils with Medical Conditions Policy.

- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, in a way that manages confidentiality in an appropriate manner.
 - Communicating with pupils with SEND and their parents when reviewing policies that affect them.
 - Working with the Headteacher to regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of their school's performance management arrangements.
 - Working with the Headteacher to ensure that teachers understand the strategies to identify and support vulnerable pupils.
 - Working with the Headteacher to ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Working with the Headteacher to ensure that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.

5.4. 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 for an appropriately broad and balanced 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.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- 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.
- Being accountable for the relevant deployment of support staff to ensure that SEND pupils are accessing effective support.

6. Early years pupils with SEND

- 6.1. Each school in the Trust will ensure all staff who work with young children are alert to emerging difficulties and respond early.

- 6.2. Each school in the Trust will ensure staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- 6.3. Each school in the Trust will:
- Use its best endeavours to make sure that children with SEND get the support that they need.
 - Ensure that children with SEND engage in the activities that the school offers alongside children who do not have SEND.
 - Designate a teacher to be the SENCO.
 - Provide information for parents when the school makes special educational provision for their child.
 - Prepare an annual report and made available to parents that includes the following:
 - The implementation of our SEND Policy
 - 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
 - An Accessibility Plan, showing how the school plan to improve access over time

7. Children with specific circumstances

LAC

- 7.1. Pupils at each school in the Trust 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 Trust recognises that pupils 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. Each school in the Trust has a designated member of staff for coordinating the support for LAC, this may be part of the SENCO's role.
- 7.4. Where that role is carried out by a person other than the SENCO, the designated teacher 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

- 7.5. The Trust will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- 7.6. Each school in the Trust will consider the pupil within the context of their home, culture and community.

- 7.7. Where there is uncertainty about an individual pupil, each school in the Trust will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.
- 7.8. The Trust appreciates 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.
- 7.9. Each school in the Trust 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.

8. Admissions

- 8.1. The Trust will ensure that each of its schools meet 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 for each school in the Trust and are published on school websites.

9. Involving pupils and parents in decision-making

- 9.1. Each school in the Trust is committed to working in partnership with all parents in the best interests of their child.
- 9.2. 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 fully considered.
- 9.3. Parents will always be notified when a school provides their child with SEND support.
- 9.4. Decisions on whether a school in the Trust will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.

- 9.5. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.
- 9.6. The planning that each 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 together the overall approach.
- 9.7. The class teacher will meet with pupils and their parents twice each academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities. Whilst not always being present the SENCO will input into this process
- 9.8. Where the LA provides a pupil with an EHC plan, each 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.
- 9.9. Where necessary, schools will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

10. Joint commissioning, planning and delivery

- 10.1. The Trust is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities
- 10.2. Each school in the Trust will work closely with local education, health and social care services to ensure pupils get the right support.
- 10.3. Each school in the Trust will assist the relevant 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. Each 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.
- 10.5. The Trust's Data Protection Policy will be adhered to at all times.
- 10.6. Each 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.
- 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. Where additional pupil needs are identified each school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.
- 11.2. 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.

12. Local Offer

- 12.1. Relevant staff 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, each school will work with LAs, parents and pupils in developing and reviewing the Local Offer. Each school will also cooperate with those providing services.
 - **Accessible:** Each 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:** Each 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. Each 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:** Each 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.

12.2. 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.

13. Graduated approach

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

- Establishing a clear assessment of the pupil's needs.
- Planning 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.

14. EHC needs assessment and plans

14.1. 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.

14.2. 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.

14.3. If, following the assessment, the LA decides not to issue an EHC plan, each school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

- 14.4. Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.
- 14.5. The school will admit any pupil that names the school in an EHC plan when the school is able to meet the needs identified within the plan.
- 14.6. In tracking the learning and development of pupils with SEND, each school in the Trust 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.
- 14.7. Detailed assessments will identify the full range of the individual's needs, not just the primary need.
- 14.8. 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
- 14.9. Where a pupil continually makes little or no progress, or is working substantially below expected levels, a 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. The SENCO at each school in the Trust 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.

16. Promoting mental health and wellbeing

- 16.1. Each school in the Trust will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

- 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. Specialist services will be available where a pupil requires such services.
- 16.4. Where appropriate, each 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. Schools in the Trust will continue to support the pupil as best they can.
- 16.6. For pupils with more complex problems, additional in-school support could 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 with the support of CAMHS, e.g. regarding medication.
 - Family support and/or therapy, upon the recommendation of mental health professionals.
- 16.7. Each school will consider whether disruptive behaviour is a manifestation of SEMH needs.
- 16.8. Each 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. Each school in the Trust will fully cooperate with the LA when research about the pupil is being conducted.
- 17.2. Each 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. Where the LA provides a pupil with an EHC plan, schools will involve the parents and the pupil in discussions surrounding how they 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.
- 17.5. Each school in the Trust will meet its duty to provide views on a draft EHC plan within 15 days.

- 17.6. If the decision is taken not to issue an EHC plan, a 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 20 weeks from the initial request of an EHC assessment.
- 17.8. Each school in the Trust will admit any pupil that names the school in an EHC plan or EHC needs assessment process.
- 17.9. Schools 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 a 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. Each school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.
- 17.13. Each 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.
- 17.14. If a pupil's needs significantly change, schools will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the relevant 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. Schools in the Trust will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.
- 17.16. 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.
- 17.17. Each school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.
- 17.18. Where necessary, schools will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- 17.19. Each school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

- 17.20. Each 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. Schools in the Trust 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

- 18.2. Schools in the Trust 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.

19. Safeguarding

- 19.1. The Trust 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, peer-on-peer abuse, neglect and sexual violence or harassment.
- 19.2. The Trust 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
- 19.3. The CEO, Headteachers and SENCOs across the Trust will ensure that the Trust's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.
- 19.4. 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.

20. Transferring between different phases of education

- 20.1. 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.
- 20.2. 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.
- 20.3. The key transfers are as follows:
- Early years provider to school

- Infant school to junior school (where this can happen within the Trust)
- Primary school to secondary school

21. SEND tribunal

- 21.1. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.
- 21.2. In all cases, the Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.
- 21.3. Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the relevant school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.
 - Where necessary, the relevant Headteacher will make the parties aware of the disagreement resolution service.
 - 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.
- 21.4. Schools in the Trust 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'.
- 21.5. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school.
- 21.6. If disagreements are not resolved at a local level, the case will be referred to the DfE.
- 21.7. Schools in the Trust will fully cooperate with the LA by providing any evidence or information that is relevant.
- 21.8. 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.

22. Supporting successful preparation for adulthood

- 22.1. Schools in the Trust are aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. They recognise 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.
- 22.2. Our schools 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.

23. Data and record keeping

23.1. School records 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.

23.2. Schools keep data on the levels and types of need within the school and makes this available to the LA.

23.3. The SEND information report will be prepared by the SENCO, on behalf of the Headteacher, 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'.

24. Confidentiality

24.1. Schools in the Trust 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.

25. Resolving disagreements

- 25.1. Each school in the Trust is committed to resolving disagreements between pupils and the school.
- 25.2. In carrying out of duties, each school:
 - Supports early resolution of disagreements at the local level.
 - Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.
- 25.3. The school's Complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

26. Publishing information

- 26.1. Each school will publish information on the school website about the implementation of this policy.
- 26.2. The Local Academy Committee will publish details of the SEND information report on the school website.
- 26.3. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

27. Monitoring and review

- 27.1. The policy is reviewed on an annual basis by the CEO in conjunction with the Headteachers and SENCOs at each school; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.
- 27.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.
- 27.3. The next scheduled review date for this policy is July 2024.