



**[Academy Name]**

# **Special Educational Needs and Disability Policy**

**Policy Type: Trust Core Policy**

**Approved By: St Benet's MAT Trust Board**

**Approval Date: 02/02/2022**

**Date Adopted by LGB: dd/mm/yyyy**

**Review Date: February 2023**

**Person Responsible: Chief Executive Officer**

## Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

| Page Ref. | Section                       | Amendment  | Date of Change |
|-----------|-------------------------------|--|----------------|
|           | Legal Framework section added | Updated links to DfE , added list of statutory legislation and guidance including Norfolk 2021 SEN Best Practice Guide | April 2021     |
|           | Throughout                    | [Insert name of academy] thereafter referred to as The Academy   | April 2021     |
|           | Section 13                    | Included updated guidance on DfE Engagement Model  | May 2021       |
|           | Appendices 1&2                | Updated appendices with 2021 EHCP template and Norfolk Best Practice Guide   | May 2021       |
|           | Throughout                    | Policy updated following Trustee feedback  | January 2022   |

## **Roles and Accountabilities**

The Diocese of Norwich St. Benet's Multi Academy Trust is accountable for all policies across its Academies. All policies, whether relating to an individual academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of responsibility, respect and dignity where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

### **Legal Framework**

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
- 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
- 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 (2021) 'Keeping children safe in education (2020)'
  - DfE (2018) 'Working Together to Safeguard Children'
  - DfE (2018) 'Mental health and wellbeing provision in schools'
  - DfE (2014) 'School Admissions Code'
  - DfE (2020) Engagement Model Guidance STA/20/8553/e
  - Norfolk County Council (2021) SEN Information Best Practice Guide

NB This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report and the Local Authority SEN Information Best Practice Guide (**Appendix 1**)

Since 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice has been in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### **Policy Statement**

All pupils/students in the St. Benet's family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

**[Academy Name thereafter referred to as The Academy]** believes that:

- All pupils/students with SEND are entitled to a broad and balanced and differentiated curriculum that satisfies their individual learning needs by employing realistic and achievable methods.
- Pupils/students learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils/students using High Quality First teaching. Teaching Assistants will provide necessary support to facilitate this. All staff will use their "best endeavours" to meet the pupil's needs.

Parents/Carers play an important role in each Academy supporting their pupil

- Pupils/students are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils/students should be educated in a positive, caring and stimulating environment where everyone, including parents/carers, feel valued and are confident the pupils/students can achieve the best outcomes they are capable of.

## **1. Identifying SEND**

1.1. The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils/students.

1.2. With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils/students, with the aim of identifying pupils/students who are making less than expected progress.

1.3. 'Less than expected 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

## **2. Definitions**

2.1. 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.

2.2. 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.

2.3. 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

2.4. Pupils/students 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.

2.5. The school recognises that:

- Pupils/students with Autism Spectrum (AS), 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.

2.6. The SENCO will work with pupils/students, parents, and language and communication experts where necessary to ensure pupils/students with SLCN reach their potential.

Cognition and learning

2.7. Pupils/students with learning difficulties may require support – the school will offer learning support in line with its individual tuition procedures

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

2.9. 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

2.10. Pupils/students 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 school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils/students with these difficulties.

2.11. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils/students with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils/students.

Sensory or physical needs

2.12. Impairments that prevent or hinder pupils/students 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.

2.13. 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

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

### **3. Objectives**

3.1. The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils/students to aid the earliest possible identification of SEND

### **4. Roles and responsibilities**

4.1. The Local Governing Body should appoint an individual governor or sub committee to oversee the school's arrangement for SEND.

The Local Governing Body is responsible for regularly monitoring the school's policies and procedures, reviewing their impact on pupils/students with SEND, including on their mental health and wellbeing. Through this they should ensure that;

- the school leaders and staff communicate with pupils/students with SEND and their parents when reviewing policies that affect them
- effective provision is in place for all pupils/students with SEND, whether or not they have an EHC plan
- an appropriate member of staff is appointed to be the SENCO, having responsibility for coordinating provision for pupils/students with SEND
- a designated teacher for LAC is appointed where appropriate
- reasonable adjustments are made for pupils/students with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- that the school is taking necessary steps to ensure that pupils/students with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy: Pupils/students
- school leaders are making appropriate arrangements for the admission of pupils/students with SEND and the facilities provided to enable access to the school for pupils/students with disabilities
- an Accessibility Plan, showing how the school intends to improve access over time is in place
- arrangements are in place to support pupils/students at school with medical conditions, in line with the school's Supporting Pupils/students with Medical Conditions Policy
- the school publishes annual information setting out the measures and facilities to assist access for pupils/students with disabilities on the school's website
- the school publishes annual information about the arrangements for the admission of pupils/students with SEND, the steps taken to prevent pupils/students being treated less favourably than others, the facilities provided to assist pupils/students with SEND, and the school's Accessibility Plan on the school's website.
- appropriate complaints procedures are in place which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils/students.

- suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan
- the school is cooperating with the LA in drawing up and reviewing the Local Offer
- the SEND information report is prepared, up to date and published on the school's website.

#### 4.2. The headteacher will be responsible for:

- Ensuring pupils/students have access to High Quality First Teaching (HQFT) and where suitable, targeted intervention in small groups or individually.
- Ensuring that those who are teaching or working with pupils/students with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils/students' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews (See **Appendix 2**).
- 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 local governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils/students are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils/students 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/students.
- 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/students with SEND.
- Ensuring that pupils/students 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/students with SEND in all opportunities available to other pupils/students.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils/students with SEND.
- Consulting health and social care professionals, pupils/students, and parents to ensure the needs of pupils/students 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 Data Protection 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/students' mental health and wellbeing.



- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.

#### 4.3. The SENCO will be responsible for:

- Collaborating with the local 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/students with SEND, including those with EHC plans.
- 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/students' needs effectively.
- Liaising with the parents of pupils/students 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/students 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/students 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/students with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of pupils/students 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.

#### 4.4. Teachers will be responsible for:

- Planning and reviewing support for pupils/students with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils/students themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils/students in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils/students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils/students 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.

#### 5. **[EYFS] Early years pupils/students with SEND**

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

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

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

5.4. The school will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- The SENCO is responsible for coordinating SEND provision.
- Parents are informed when the school makes special educational provision for their child.
- A report is prepared and sent to parents that includes the following:
  - The implementation of our SEND Policy
  - Our arrangements for the admission of children with SEND
  - The steps being taken to prevent children with SEND from being treated less favourably than others
  - The facilities provided to enable access to the school for children with SEND
  - Our Accessibility Plan, showing how we plan to improve access over time

## **6. Children with specific circumstances**

### **LAC**

- 6.1. Pupils/students 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.
- 6.2. The school recognises that pupils/students who are looked after are more likely to have SEND, and it is likely that a significant proportion of them will have an EHC plan.
- 6.3. The school has a designated member of staff for coordinating the support for LAC.
- 6.4. Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

### **EAL**

- 6.5. The school will give particular care to the identification and assessment of the SEND of pupils/students whose first language is not English.
- 6.6. The school will consider the pupil within the context of their home, culture and community.
- 6.7. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.
- 6.8. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils/students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.
- 6.9. 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 or arise from SEND.

## **7. Admissions**

- 7.1. 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.
- 7.2. Arrangements for the fair admissions of pupils/students with SEND are outlined in the Admissions Policy and will be published on the school website.

## **8. Involving pupils/students and parents in decision-making**

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

8.2. Parents will always be formally notified when the school provides their child with SEND support.

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

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

8.5. The planning that the school implements will help parents and pupils/students 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/students 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.

8.6. The class teacher, supported by the SENCO, will meet with pupils/students and their parents three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

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

9.1. The school is committed to ensuring that pupils/students 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.

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

9.3. The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

9.4. The school will draw on the wide range of local data sets about the likely educational needs of pupils/students 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/students with SEND.
  - An analysis of local challenges or sources of health inequalities.
- 9.5. The school's Data Protection Policy will be adhered to at all times.
- 9.6. 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 pupils/students with SEND.
  - Increasing the identification of pupils/students with SEND prior to school entry.
- 9.7. Where pupils/students with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
- 9.8. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## **10. Funding**

- 10.1. 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/students.
- 10.2. 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.

## **11. Local Offer**

- 11.1. The school's governing board will collaborate with and support the LA in developing and reviewing the [Local Offer](#), where necessary and appropriate, to ensure that it is:
- Collaborative: Where appropriate, the school will work with LAs, parents and pupils/students in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
  - Accessible: The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils/students' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
  - Comprehensive: The school will help to ensure that parents and pupils/students understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

- Up-to-date: The school will work with the LA to review the Local Offer to ensure that, when parents and pupils/students access the Local Offer, the information is up-to-date.

11.2. The school will provide the LA with information about their existing SEND provision and capabilities to support pupils/students with SEND to aid in the drafting of the Local Offer, where required.

## **12. Graduated approach**

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

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

## **13. Assessment**

13.1. 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.

13.2. 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.

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

13.4. 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.

13.5. In tracking the learning and development of pupils/students with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils/students challenging targets.
- Track pupils/students' 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.

13.6. Detailed assessments will identify the full range of the individual's needs, not just the primary need and include [the 2021/2022 statutory arrangements for assessment](#) in conjunction with existing school arrangements.

13.7. Where possible, pupils/students' 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

13.8. 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.

#### **14. Training**

14.1. 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.

14.2. Training will cover both the mental and physical needs of pupils/students with SEND.

14.3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

14.4. Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

14.5. During staff induction, all staff will receive SEND training.

14.6. Training will cover the following:

- Identifying SEND in pupils/students
- Liaising with the school's SENCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining techniques (for specific staff members)
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils/students with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

#### **15. Promoting mental health and wellbeing**

15.1. The school will implement a Social, Emotional and Mental Health (SEMH) Policy.

15.2. The school will ensure that there is a focus on promoting pupils/students' resilience, confidence and ability to learn in subjects across the curriculum.

15.3. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

15.4. Specialist services will be available where a pupil requires such services.

15.5. Where appropriate, the school will support parents in the management and development of their child.

15.6. Peer mentoring will be used to encourage and support pupils/students suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

15.7. 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.

15.8. For pupils/students 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/alternative provision – where appropriate.
- An IHP. All schools must comply with the statutory duty of caring for pupils/students with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

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

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

## **16. EHC plans**

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

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

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

16.4. Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

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



- 16.6. 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.
- 16.7. 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.
- 16.8. The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.
- 16.9. 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.
- 16.10. All reasonable provisions will be taken by the school to provide a high standard of education.
- 16.11. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- 16.12. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.
- 16.13. The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.
- 16.14. 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 governing board 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.
- 16.15. The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.
- 16.16. 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.
- 16.17. The school will take steps to ensure that pupils/students and parents are actively supported in developing and reviewing EHC plans.
- 16.18. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- 16.19. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.
- 16.20. 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.

## **17. Reviewing the EHC plan**

17.1. 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/students and their parents.
- 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.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- 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 regard to the EHC plan.

## **18. Safeguarding**

18.1. The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils/students 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, neglect and sexual violence or harassment.

18.2. The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils/students. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

18.3. The Trust will ensure that the Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse.

18.4. Care will be taken by all staff, particularly those who work closely with pupils/students 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.

## **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

19.4. **[Secondary schools]** For pupils/students moving from secondary school to a post-16 setting or apprenticeship, the review and any amendments to the EHC plan, including specifying the post-16 provision and naming the setting, must be completed by the 31 March in the calendar year of the transfer.

## **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 Trusts written Complaints Procedures Policy 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 '[Special educational needs and disability 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, one of whom must be 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 DfE.

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/students are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

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

**[Secondary schools only]** The school will engage with FE providers, as necessary, to help plan for any transitions.

21.3. The school will transfer all relevant information about pupils/students to any educational setting that they are transferring to.

21.4. If a pupil has been excluded (following guidance from the Local Authority exclusion process), 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.

21.5. 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/students who face barriers to participate in mainstream education.

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

21.7. **[Secondary schools and post-16 settings]** The school will ensure that it meets its duty to secure independent, impartial careers guidance for pupils/students in Years 8-13, including:

- Discussing preparation for adulthood in planning meetings with pupils/students and parents from Year 8.
- Helping pupils/students and their parents prepare for the change in legal status once a pupil is above compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils/students with SEND.
- Helping pupils/students and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for pupils/students with SEND to make successful transitions.

21.8. The school's Careers Policy will include details on how the school will work with pupils/students with SEND to ensure they are prepared for the workplace.

## **22. Data and record keeping**

22.1. The school's 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/students.
- Maintain an accurate and up-to-date register of the provision made for pupils/students 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 by the local governing board, 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'. It will also follow the LA best practice guidelines January 2021 **see Appendix 1**

22.4. All information will be kept in accordance with the Trust Data Retention 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 setting 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/students and the school.

24.2. In carrying out of duties, the 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.

24.3. 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.

## **25. Publishing information**

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

25.2. The local governing board will publish details of the SEND information report on the school 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 every 3 years by the Trust Board; any changes made to this policy will be communicated to all members of staff, parents of pupils/students with SEND, and relevant stakeholders.

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