

Hope SENTAMU

LEARNING TRUST

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

THIS POLICY APPLIES TO THE HOPE SENTAMU LEARNING TRUST BOARD, THE CENTRAL TEAM, ALL TRUST SCHOOLS/ACADEMIES AND THE WORKFORCE DEVELOPMENT TEAM.

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Policy Updates

Date	Page	Policy Updates
December 2021	New policy	
February 2023	4	Additional paragraph added to 'Our Vision for SEND Provision'
February 2023	17	Section 20.3 - links for Local Offer added

This policy has been approved by:			
Signed		Date	
	<i>Chief Executive Officer</i>		
Signed		Date	
	<i>Chair of the Standards Committee</i>		

Our Vision for SEND Provision

We wish for all our pupils regardless of background or ability to be able to experience 'life in all its fullness' and to thrive in all areas of their academic and personal development. To ensure that any barriers to inclusion that might limit the life chances of pupils are significantly reduced. All our young people are to be given the tools and encouragement to move obstacles that appear insurmountable, to be the best they can be. To treat all pupils with dignity and respect, and for all pupils to feel part of a community, where all are welcome and are encouraged to fulfil their potential.

This policy outlines the framework for the school/academy to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with Special Educational Needs and Disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

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

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

The school/academy will work with all key internal and external stakeholders, within the following principles, which underpin this policy:

- The involvement of pupils and their parents/carers 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/carers 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:
- Local Government Act 1974
 - Disabled Persons (Services, Consultation and Representation) Act 1986
 - Children Act 1989
 - Education Act 1996
 - Education Act 2002
 - Mental Capacity Act 2005
 - Equality Act 2010
 - The Equality Act 2010 (Disability) Regulations 2010
 - Children and Families Act 2014
 - The Special Educational Needs (Personal Budgets) Regulations 2014
 - The Special Educational Needs and Disability (Amendment) Regulations 2015
 - The Special Educational Needs and Disability (Detained Persons) Regulations 2015
 - The UK General Data Protection Regulation (GDPR)
 - Data Protection Act 2018
 - Health and Care Act 2022
- 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/academy with medical conditions'
 - DfE (2022) 'Keeping children safe in education 2022'
 - Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'
 - DfE (2018) 'Working Together to Safeguard Children'
 - DfE (2018) 'Mental health and wellbeing provision in schools'
 - DfE (2021) 'school/academy Admissions Code'
- 1.3. This policy operates in conjunction with the following **Trust policies**:
- Equality Objectives
 - Data Protection (UK GDPR) Policy and Data Retention Schedule
 - Student Mental Health and Wellbeing Policy
 - Supporting Pupils with Medical Conditions and Administering Medication Policy
 - Safeguarding and Child Protection Policy
 - Exclusions and Suspensions Policy
 - Behaviour Policy
 - Anti-Bullying Policy
 - Complaints Procedure and Policy
- 1.4. This policy operates in conjunction with the following **school/academy policies**:
- Admissions Policy
 - Careers Policy
 - Accessibility Plan

2. Objectives

2.1. Every school/academy is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school/academy will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school/academy alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.

2.2. Review, prepare and publish important information about the school/academy 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.

3. Roles and Responsibilities

3.1. The **Trust Board** will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school / academy.
- Ensuring the school / academy meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.
- The headteacher is responsible for ensuring the school /academy offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

3.2. In enacting this policy, the **headteacher/principal** will:

- Ensure the school / academy holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school / academy works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.

- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

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

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school / academy keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- 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.

3.4. **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 and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- 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.

4. Identifying SEND

- 4.1. The school/academy recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.
- 4.2. With the support of the Senior Leadership Team (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.
- 4.3. '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
- 4.4. The school/academy plans, manages and reviews SEND provision across the following four broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs

5. Safeguarding

- 5.1. The school/academy 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.
- 5.2. The Headteacher/Principal and LGC will ensure that the Trust's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.
- 5.3. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the Trust's Behaviour Policy and Code of Conduct Policy
- 5.4. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the Designated Safeguarding Lead (DSL) in collaboration with the SENCo.

6. SEND Support

- 6.1. The school/academy is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- 6.2. Teachers at the school/academy will:
- Set high expectations for every pupil.
 - Plan stretching work for pupils whose attainment is significantly above the expected standard.
 - Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
 - Use appropriate assessment to set targets which are deliberately ambitious.
 - Plan lessons to ensure that there are no barriers to every pupil achieving.
 - Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- 6.3. Decisions on whether to make special educational provision for pupils will be based upon:
- Discussions between the teacher and SENCO.
 - Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
 - Discussion with the pupil and their parents/carers.
- 6.4. Once a pupil has been identified with SEND, the school/academy will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:
- **Assess:** establishing a clear assessment of the pupil's needs
 - **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
 - **Do:** implementing the agreed interventions and support
 - **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date
- 6.5. Where higher levels of need are identified, the school/academy will access specialised assessments from external agencies and professionals.
- 6.6. Where, despite the school/academy having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

EAL

- 6.7. The school/academy is aware that there may be pupils at the school/academy for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is

the only reason; they may have SEND.

- 6.8. The school/academy will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Early Years Pupils with SEND (EYFS only)

- 7.1. All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.
- 7.2. The school/academy will ensure all staff who work with young children are alert to emerging difficulties and respond early.
- 7.3. The school/academy will:
- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
 - Monitor and review the progress and development of all children throughout the early years.
 - Use its best endeavours to make sure that a child with SEND gets the support they need.
 - Ensure that children with SEND engage in the activities of school/academy alongside children who do not have SEND.
 - Designate a teacher to be the SENCO.
 - Provide information for parents on how it supports children with SEND.
 - Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.
 - Inform parents when the school/academy makes special educational provision for their child.
 - Prepare a report on the:
 - Implementation of SEND policy and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to the school/academy for children with SEND.
 - Accessibility plan showing how it plans to improve access over time.

8. Admissions

- 8.1. The school/academy will ensure it meets its duties set under the 'School Admissions Code' by:
- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
 - Not refusing admission for a child that has named the school in their EHC plan.
 - Considering applications from parents of children who have SEND but do not have an EHC plan.
 - Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
 - Not refusing admission for a child who does not have an EHC plan.

- Not discriminating against or disadvantaging applicants with SEND.
 - Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
 - Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
 - Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
 - Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.
- 8.2. Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school/academy website.

9. Transition

- 9.1. The school/academy is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.
- 9.2. 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.
- 9.3. The review and amendments will be completed by the date specified by the respective Local Authority - this can happen at different times if it is an in-year transfer.
- 9.4. The key transfers are as follows:
- Early years provider to school
 - Infant school/academy to junior school
 - Primary school/academy to middle school
 - Primary school/academy to secondary school
 - Middle school/academy to secondary school
- 9.5. **[Secondary schools]** For pupils moving from secondary school/academy 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 31 March in the calendar year of the transfer.

10. Involving Pupils and Parents/Carers in Decision-Making

- 10.1. The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.
- 10.2. Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will meet with the parents three times each year.
- 10.3. The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together on the overall approach.

10.4. 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.

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

11. Funding

11.1. Where additional pupil needs are identified the school/academy 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/academy will consider accessing high needs top-up funding from the LA to provide additional specialist support.

12. EHC Plan

12.1. The school/academy recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school/academy will consult with parents and consider requesting an EHC needs assessment.

12.2. 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.

12.3. As part of the EHC needs assessment, the school/academy 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.

- 12.4. If, following the assessment, the LA decides not to issue an EHC plan, the school/academy 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/academy and its partners.
- 12.5. When the LA decides to issue an EHC plan, it must consult the prospective school/academy 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/academy will meet its duty to provide views on a draft EHC plan within 15 days.
- 12.6. The school/academy will admit any pupil that names the school/academy in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

13. Reviewing the EHC Plan

- 13.1. The school/academy 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.
- 13.2. The school / academy 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.
- 13.3. If a pupil's needs significantly change, the school/academy 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.

14. Supporting Successful Preparation for Adulthood

- 14.1. The school/academy is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.
- 14.2. **[EYFS and primary schools only]** The school/academy 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/academy together with those who do not have SEND, and are encouraged to participate fully in the life of the school/academy and in any wider community activity.
 - Engage with secondary schools, as necessary, to help plan for any transitions.
- 14.3. **[Secondary schools only]** The school/academy will:
- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
 - Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
 - Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
 - Engage with FE providers as necessary to help plan for any transitions.
 - Ensure pupils from Year 8 until Year 13 are provided with independent careers guidance.
- 14.4. The school's Careers Policy details how the school/academy will fulfil its statutory duties under section 42 of the Education Act 1997 and work with pupils with SEND to ensure they are prepared for the workplace.

15. Managing Complaints

- 15.1. The school/academy is committed to resolving disagreements between pupils and the school/ academy.
- 15.2. The school/academy is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:
- Disagreement resolution.
 - Mediation.
 - Appeals to the SEND Tribunal.
- 15.3. The Trust's Complaints Procedures and Policy will be published on the school/academy website; additionally, the school/academy will publish details regarding how complaints from parents/carers of children with SEND will be handled.
- 15.4. **[EYFS only]** Parents will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

- 15.5. The school/academy 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'.

16. Staff Training & Improving Practice

- 16.1. The school/academy is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.
- 16.2. The school/academy SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.
- 16.3. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the Headteacher / Principal / SENCo, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND.
- 16.4. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
- 16.5. During staff induction, all staff will receive SEND training.

17. Data and Record Keeping

- 17.1. All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.
- 17.2. The school's/academy's records will:
- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
 - Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
 - Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
 - Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.
- 17.3. The school/academy keeps data on the levels and types of need within the school/academy and makes this available to the LA and Ofsted.
- 17.4. All information will be kept in accordance with the Trust's Data Protection (UK GDPR) Policy and the Data Retention Schedule.

18. Confidentiality

- 18.1. The school/academy will not disclose any EHC plan without the consent of the pupil's parents/carers, except for disclosure:
- To a SEND tribunal when parents/carers 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/Principal (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.
- The school/academy will adhere to the Data Protection (UK GDPR) Policy at all times.

19. Joint Commissioning, Planning and Delivery

- 19.1. The school/academy is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.
- 19.2. The school/academy will work closely with local education, health and social care services to ensure pupils get the right support.
- 19.3. The school/academy 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).
- 19.4. The school/academy 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.
- 19.5. The Trust's Data Protection (UK GDPR) Policy will be adhered to at all times.
- 19.6. The school/academy 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/academy entry.
- 19.7. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
- 19.8. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

20. Local Offer

- 20.1. The school's/academy's LGC 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/academy will work with LAs, parents/carers and pupils in developing and reviewing the Local Offer. The school/academy will also cooperate with those providing services.
 - **Accessible:** The school/academy 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'/carers' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
 - **Comprehensive:** The school/academy will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school/academy 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/academy will work with the LA to review the Local Offer to ensure that, when parents/carers and pupils access the Local Offer, the information is up-to-date.
- 20.2. The school/academy 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.
- 20.3. Please follow the Links below for Local Offers:
- **Hull:** <https://hull.mylocaloffer.org/>
 - **North Yorkshire County Council:** <https://www.northyorks.gov.uk/send-local-offer>
 - **York:** <https://rb.gy/34gztc>

21. Publishing Information

- 21.1. The school/academy will publish information on the school/academy website about the implementation of this policy.
- 21.2. The LGC will publish details of the SEND information report on the school/academy website.
- 21.3. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.
- 21.4. The SEN Information Report will be prepared by the 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'.

22. Monitoring and Review

- 22.1. The policy is reviewed on an **annual** basis by the **Standards Committee**; any changes made to this policy will be communicated to all members of staff, parents/carers of pupils with SEND, and relevant stakeholders.
- 22.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.