



SEND Policy

Document Control

Version	Author	Summary of Changes	Approved By	Date Published	Date of Review
1	CEM	New policy	Trust Board	July 2023	July 2024
2	CEM	Annual review; updates to statutory docs; 3.1; 7.4; 13.5; 24.5	Trust Board	July 2024	July 2025
3	CEM	Annual review; updates to 2.2; 8.2; 10.1; 13.2	Trust Board	July 2025	July 2026
4	CEM	Annual review; updates to 2.1; 2.3; 3.1; 4.5; 6.3; 7.4; 9.1; 9.3; 9.4; 16.2; 18.1; 18.2; 18.3; 20.4; 22.1	Trust Board	July 2026	July 2027

SCHOOL STATEMENT OF INTENT

It is our intention that children and young people with special educational needs and/or disabilities (SEND) are supported to achieve their potential through access to high quality, inclusive teaching and appropriate additional provision. We have high aspirations for all our students and believe that SEND should not be a barrier to achievement, participation or future success.

Regardless of need, we want all students to feel valued, respected and that they belong at Ridgewood. We want every student to be able to participate fully in the whole school experience, including extracurricular activities, trips and visits, and to be happy, safe and enjoy their time with us. Ridgewood is an inclusive school and will endeavour to identify and remove barriers to learning and participation, supporting every child in their individual educational journey.

We recognise that every student is unique, with their own strengths, needs, interests and aspirations. We are committed to understanding these individual needs and providing appropriate support so that students can make progress academically, socially and emotionally. We value the views of children and young people and their parents and carers and seek to involve them in decisions about their education and support.

We want students to develop healthy minds and bodies, feel safe and confident in school, and develop the knowledge, skills and resilience they need to become as independent as possible. We aim to prepare students for their next steps, whether this is further education, training, employment or other pathways into adult life, ensuring they develop the life skills, confidence and independence they need to thrive.

It is paramount that students with special educational needs and/or disabilities receive the right provision and support at the right time. Staff work with our SEND students in order to maximise their enjoyment, inclusion, progress and success whilst at Ridgewood. We are committed to working in partnership with students, families, staff and, where appropriate, external professionals to ensure that our SEND provision continues to meet the needs of our students.

CONTACTS FOR MORE INFORMATION

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Contents

SCHOOL STATEMENT OF INTENT	2
CONTACTS FOR MORE INFORMATION	2
1. STATEMENT OF INTENT	5
2. LEGAL FRAMEWORK.....	5
3. OBJECTIVES.....	6
4. ROLES AND RESPONSIBILITIES	7
5. IDENTIFYING SEND	8
6. SAFEGUARDING.....	9
7. SEN SUPPORT.....	10
8. EAL.....	11
9. HEALTH AND MEDICAL CONDITIONS	11
10. EARLY YEARS PUPILS WITH SEND (EYFS ONLY)	11
11. ADMISSIONS.....	12
12. TRANSITION	12
13. INVOLVING PUPILS AND PARENT/CARERS IN DECISION MAKING	13
14. FUNDING FOR SEN SUPPORT	13
15. EHC NEEDS ASSESSMENTS AND PLANS	13
16. REVIEWING EHC PLANS.....	14
17. DEVELOPING INDEPENDENCE AND SUCCESSFUL PREPERATION FOR ADULthood	15
18. EXAM ACCESS ARRANGEMENTS.....	15
19. MANAGING COMPLAINTS	16
20. STAFF TRAINING AND IMPROVING PRACTICE	16
21. USE OF DATA AND RECORD KEEPING.....	17
22. CONFIDENTIALITY	17
23. PUBLISHING INFORMATION	17
24. JOINT COMMISSIONING, PLANNING AND DELIVERY	17
25. LOCAL OFFER	18
26. MONITORING AND REVIEW	18

1. STATEMENT OF INTENT

1.1 Leger Education Trust believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. Our vision is ambitious, driven by our strategic areas and has values of pride, ambition, integrity and responsibility, at its very heart.

'Truly great students in truly great schools'

1.2 This policy outlines the framework the Trust will use in meeting its duties, obligations and principle equality values in providing an appropriate high-quality education for pupils with SEND.

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

1.4 The Trust will work with the LA, or equivalent, in ensuring that the following principles 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.

1.5 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.

2. LEGAL FRAMEWORK

2.1 Current statutory SEND duties remain in force; the academy is preparing for national SEND reform but will not implement proposed new duties as if they are law until the final legislation, regulations or revised Code of Practice are available.

2.2 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

2.3 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 (2026) 'Working Together to Safeguard Children 2026'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Working Together to Improve School Attendance'
- DfE (2025) 'Children Missing Education'
- DfE (2024) 'Behaviour in schools'
- DfE (2024) 'Suspension and Permanent Exclusion'
- DfE (2025) 'Alternative Provision'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2026) 'Restrictive interventions, including the use of reasonable force in schools'
- DfE (2012) 'Teachers Standards 2012'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'
- Relationships Education, RSE and Health Education statutory guidance, July 2025.

2.4 The Department for education has published a Guide for Parents/carers on the SEND Code of Practice which can be accessed at: [SEND: guide for parents/carers and carers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice)

2.5 This policy operates in conjunction with the following Trust/school policies:

- Accessibility Plan
- Admissions Policy
- Attendance Policy
- Behaviour Policy
- Children with Health Needs Policy
- Complaints Policy
- Confidentiality Policy
- Data Protection Policy
- Equality Policy
- Exclusion Policy
- Exam Access Arrangements Policy
- Health and Safety Policy
- Records Management Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy

3. OBJECTIVES

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

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.

- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice, reasonable adjustments and removing barriers to learning.
- Ensure there are high standards of behaviour within the school's culture whilst supporting pupils with SEND through reasonable adjustments to ensure they can achieve and thrive both in and out of the classroom.
- Fulfil its statutory duties towards pupils with SEND with regard to 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 disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e., the SENDCo.
- Inform parents/carers 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 SEND Information report about the implementation of the school's policy for pupils with SEND.

4. ROLES AND RESPONSIBILITIES

4.1 The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCo for the school.

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

4.3 In enacting this policy, the Headteacher/Principal will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents/carers, 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 SENDCo for the school.
- Ensure the SENDCo has sufficient time and resources to carry out their functions.
- Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.

- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

4.4 The SENDCo will be responsible for:

- Collaborating with the governing board and Headteacher/Principal, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day 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/carers 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/carers are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the Headteacher/Principal to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents/carers 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.

4.5 Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated approach, in collaboration with parents/carers, the SENDCo 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 any 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 SENDCo.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher/Principal.

5. IDENTIFYING SEND

5.1 The school 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 SEND Information Report.

Identification of need will take a holistic approach with the involvement of pupil, parent and school, working collaboratively wherever possible.

5.2 With the support of the SLT, 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.

5.3 '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.
- It can include progress in areas other than attainment – for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

5.4 For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

5.6 The SEND Code of Practice 2015 states 'a pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to** that normally available to pupils of the same age'.

5.7 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.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

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

6. SAFEGUARDING

6.1 The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

6.2 The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

6.3 The Headteacher/Principal and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical or restrictive intervention in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Behaviour Policy.

6.4 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 SENDCo.

7. SEN SUPPORT

7.1 The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated and adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

7.2 Teachers at the school 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.

7.3 Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENDCo.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

7.4 Following the graduated approach, pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention, reasonable adjustments and high-quality teaching. Once a pupil has been identified with SEND, the decision is recorded in the school's SEND register and the parents/carers are informed that special educational provision is being made. The school will continue to 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 (APDR)** – 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

In line with the SEND code of practice, the APDR cycle will actively encourage involvement from pupil, parents and all professionals involved, three times a year.

7.5 Where higher levels of need are identified, the school will seek consultations and specialised assessments from external agencies and professionals.

7.6 Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress with the increased provision, the school, in consultation with parents/carers, should consider requesting an Education, Health and Care needs assessment. If identification that additional funding and support are needed from the LA High Needs Block, the school will then complete a funding request as per Local Authority procedures.

7.7 The SEND register is a flexible register. If pupils, when having received appropriate identified support, begin to make good progress and close the gap with their peers, can, in consultation with parents/carers, be removed from the SEND register. If the pupil's needs are being managed successfully within the classroom with no different from or additional to support, then the pupil no longer needs to be classed as SEN Support.

8. EAL

8.1 The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

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

9. HEALTH AND MEDICAL CONDITIONS

9.1 Not all medical needs are SEN, but some pupils may require both medical support and special educational provision. Some pupils may have medical conditions that require care and support to enable full access to education, including trips, visits and physical education.

9.2 Some pupils with a medical condition may be recognised as disabled, where the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEN) and have an EHCP which brings together health and social care needs, as well as their special educational provision.

9.3 Pupils with medical conditions may have an Individual Health Care Plan to enable the school to support their medical needs, this will align with SEND Support Plans where relevant.

9.4 Allergies, asthma, epilepsy, diabetes and other conditions should be considered in risk assessments, trips, attendance and curriculum access.

10. EARLY YEARS PUPILS WITH SEND (EYFS ONLY)

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

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

10.3 The school will:

- Ensure that staff listen and understand when parents/carers express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENDCo.
- Provide information for parents/carers on how it supports children with SEND.

- Prepare a report on the:
 - Implementation of SEND policy and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to the school for children with SEND.
 - Accessibility plan showing how it plans to improve access over time.
- Inform parents/carers when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' (APDR) cycle.

11. ADMISSIONS

11.1 The school will ensure it meets its duties set under the DfE's '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/carers 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/carers 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.

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

12. TRANSITION

12.1 The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life. Developing links between the phases of education is a priority and is seen as a continuous successful process involving event attendance, visits, taster days, staff attendance at planning and review meetings, and wrap around multi-agency support.

12.2 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.

12.3 [Secondary schools only] When pupils are due to leave the school, they will be encouraged, with parents/carers to consider all options for the next phase of their education.

12.4 When pupils leave school in Year 11, information including access arrangements are passed to the post-16 establishments by the Examinations Officer.

12.5 Pupils will have opportunities to be involved with or gain support from a range of different services such as:

- Personalised KS4 Programmes.
- Careers Information & Guidance (CIAG).

- Visits to Post-16 establishments.
- Alternative KS4 curriculum provision.
- Travel training.
- Work Experience visits.

13. INVOLVING PUPILS AND PARENT/CARERS IN DECISION MAKING

13.1 The school is committed to working in partnership with all parents/carers in the best interests of their child and will provide an annual report for all parents/carers on their child's progress.

13.2 Where a pupil is receiving SEN support, the school will regularly liaise with parents/carers in setting outcomes and reviewing progress. The key worker or teacher, supported by the SENDCo where appropriate, will meet with the parents/carers three times each year.

13.3 The planning that the school implements will help parents/carers and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual.
- Be easy for pupils and their parents/carers 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.
- Bring together relevant professionals to discuss and agree together the overall approach.

13.4 Where the LA provides a pupil with an EHC plan, the school will involve the parents/carers 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.

13.5 Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged. Additional signpost to specialist organisations such as:

- The Special Educational Needs and Disabilities Information and Support Services (SENDIASS) – SENDIASS offers information, advice and support for parents and carers of children and young people with SEND. All local authorities have such a service: Find your local IAS service (councilfordisabledchildren.org.uk)
- Mencap – Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

14. FUNDING FOR SEN SUPPORT

14.1 Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

14.2 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.

15. EHC NEEDS ASSESSMENTS AND PLANS

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

15.2 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.

15.3 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.

15.4 If, following the assessment, the LA decides not to issue an EHC plan, the 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.

15.5 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.

15.6 The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

16. REVIEWING EHC PLANS

16.1 The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

16.2 The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents/carers.
- 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/carers and pupil that they have the right to appeal the decisions made regarding the EHC plan.

- Where possible for Looked After Children (LAC), combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where appropriate, and whenever possible, encourage the pupil to attend and share their views, interests, goals and aspirations.
- 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.

16.3 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/Principal will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

17. DEVELOPING INDEPENDENCE AND SUCCESSFUL PREPERATION FOR ADULthood

17.1 The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g., moving on to the next phase of education.

17.2 [EYFS and primary schools only] The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with junior/secondary schools, as necessary, to help plan for any transitions.

17.3 [Secondary schools only] The school 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 7 until Year 13 are provided with independent careers guidance.

17.4 The school's Careers Policy details how the school 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.

18. EXAM ACCESS ARRANGEMENTS

18.1 The Exam Access Arrangements Policy explains the actions taken to ensure inclusion throughout the school for all pupils with additional learning needs, including those with Special Educational Needs Disabilities

(SEND). Access arrangements are agreed before examinations. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries, to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment.

18.2 The Exam Access Arrangement (EAA) is a provision or type of support that can be given to a pupil in a national/public exam, where a particular need has been identified through substantial collection of evidence of normal way of working, and is provided so that the pupil has appropriate and fair access to the exam. There are centre delegated arrangements such as alternative rooming, coloured overlays, prompter, supervised rest breaks, etc.

18.3 Additionally, there are Exam Access Arrangements (EAA) that are applied for through the exam board and requires their approval, in a national/public exam, where a particular need has been identified through assessment and substantial collection of evidence of normal way of working, and is provided so that the pupil has appropriate and fair access to the exam, examples include; computer reader/reader, scribe/speech recognition technology, 25% extra time, etc.

19. MANAGING COMPLAINTS

19.1 The school will publish the Complaints Procedure Policy on the school website.

19.2 Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

19.3 The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

19.4 [EYFS only] Parents/carers 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.

19.5 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. STAFF TRAINING AND IMPROVING PRACTICE

20.1 The school is committed to the learning and development of all its staff members.

20.2 The school SENDCo and SLT will evaluate staff knowledge and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND. Training needs of staff are also identified and planned from progress meetings and bi-annual performance management meetings.

20.3 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

20.4 All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The SENDCo regularly attends SENDCo network meetings and Trust SEND Driver groups in order to keep up to date with local and national updates in SEND.

21. USE OF DATA AND RECORD KEEPING

21.1 All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

21.2 The school's records will:

- Record details of additional or different provision made under SEN support, with accurate information to evidence the SEN 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.

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

22. CONFIDENTIALITY

22.1 The school will not disclose any EHC plan without the consent of the pupil's parents/carers, except for specified purposes or in the interests of the pupil, such as 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.
- Where appropriate, to any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in Higher Education.
- To the Headteacher/Principal (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

22.2 The school will adhere to the Confidentiality Policy at all times.

23. PUBLISHING INFORMATION

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

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

23.3 The SEND 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'.

24. JOINT COMMISSIONING, PLANNING AND DELIVERY

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

24.2 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).

24.3 The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

24.4 The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

24.5 Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan where relevant, or individual healthcare plans.

24.6 SEN support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

25. LOCAL OFFER

25.1 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/carers and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents/carers' 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/carers and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up to date:** The school will work with the LA to review the Local Offer to ensure that, when parents/carers and pupils access the Local Offer, the information is up to date.

25.2 The 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.

26. MONITORING AND REVIEW

26.1 The policy is reviewed on an annual basis by the Trust Board following review and collaboration of SENDCo's and Headteacher/Principal in conjunction with their governing board; any changes made to this policy will be communicated to all members of staff, parents/carers of pupils 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.