



Kineton Green Primary School

Special Educational Needs and Disabilities (SEND) Policy

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Statement of intent

Kineton Green Primary School values all pupils and celebrates diversity of experience, interest and achievement. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum. In keeping with our ethos and 'Five Bees', we believe that all children should be equally valued in school and we strive to develop an environment where all children can flourish. This does not mean that we treat all children the same way, but will respond to each in ways which take account of their varied life experiences and needs.

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

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

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

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

- The involvement of pupils and their parents in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents over their support
- Successful preparation for transition to secondary education

1. 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 (GDPR)

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 2021'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy
- Accessibility Policy

2. Identifying SEND

2.1 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.

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

2.3 Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

3. Definitions

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

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

3.2 Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

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

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

Communication and interaction

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

3.5 The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD) can have particular difficulties with social interaction.

- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

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

Cognition and learning

3.7 The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

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

Social, emotional and mental health (SEMH) difficulties

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

3.10 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 with these difficulties.

Sensory or physical needs

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

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

3.12 Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

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

4. Objectives

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 to aid the earliest possible identification of SEND

5. Roles and responsibilities

5.1 The governing board will be responsible for:

- Directing the Head Teacher to appoint an appropriate member of staff to be the SENCO.
- Directing the Head Teacher to appoint a designated teacher for LAC, where appropriate.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Ensuring that the head teacher and SEND Coordinator fulfil their strategic and operational duties.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Overseeing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Publishing the SEND Information Report and Accessibility Plan on the school website.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

5.2 The Head Teacher will be responsible for:

- Appointing an appropriate member of staff to be the SENCO.
- Appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

- Work alongside the SENCo to identify any patterns in the identification of SEND within the school.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health.
- 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.

5.3 The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- The day-to-day operation and implementation of the SEND policy.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Advising on a graduated approach to providing SEND support.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents/carers, teachers and, where appropriate, the pupils themselves.
- Coordinating the specific provision made to support individual pupils with EHC plans.
- Coordinating annual EHC plan reviews.
- Ensuring that pupils with SEND and their parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Consulting health and social care professionals, pupils, and parents/carers to ensure the needs of pupils with medical conditions are effectively supported.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Liaising with the relevant, designated teachers where LAC have 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.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to class teachers, teaching assistants and LSA, where relevant.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

5.4 The DSL will be responsible for:

- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

5.5 Teachers will be responsible for:

- 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.
- Deploying teaching assistants and LSAs effectively during lessons.
- 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 SLT up-to-date with any changes in behaviour, academic developments and causes of concern, recording these on CPOMS.

6. Early years pupils with SEND

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

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

6.3 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.

7. Children with specific circumstances

LAC

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

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

7.3 The school has a designated member of staff for coordinating the support for LAC.

7.4 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

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

7.6 The school will consider the pupil within the context of their home, culture and community.

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

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

7.9 The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

8. Graduated Response

8.1 Once a pupil has been identified as potentially having an additional need or has been identified as having SEND, the school will employ a graduated approach. This is detailed in appendix 1.

8.2 Class teachers will inform parents/carers when concerns have been first raised.

8.3 Parents/carers will always be formally notified when an inclusion plan is put into place.

8.4 The inclusion plan 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, not allowing their SEND to become a label.
- 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.
- Draw upon the advice of relevant professionals to discuss and agree together the overall approach.

9. Involving pupils and parents in decision-making

9.1 Parents/carers of pupils will be encouraged to share their knowledge of their child with contributions being valued and acted upon.

9.2 Parent evening appointments will be offered to parents/carers who has a child with an inclusion plan.

9.3 Parental views will be collected prior to each review cycle via the use of questionnaires.

9.4 Biannual meetings will take place with the SENCo, parents/carers, teachers and, where appropriate, the pupils themselves. to plan and review the provision for pupils where SEND has been identified.

9.4 Appendix 1 details the opportunities for parents/carers to become involved.

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.

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 As appropriate, the school 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 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' 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 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 access the Local Offer, the information is up-to-date.

11.2 As appropriate, the school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in updating the Local Offer

12. Assessment

12.1 In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

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

12.3 Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

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

12.4 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.

12.5 The school will, in consultation with the pupil's parents, request a statutory assessment of SEND in order for an EHCP to be put into place where the pupil's needs cannot be met through the resources normally available within the school. When doing so, the views of parents/carers and pupils will be sought when formulating the desired outcomes.

12.6 The school will meet its duty to respond to any request for information relating to a statutory assessment for an EHCP. 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. Training

13.1 The training needs of new staff will be established during their induction and the training needs of all staff will be reviewed at least on an annual basis.

The following areas will be considered when planning training:

- Identifying SEND in pupils
- Identifying specialist training, linked to their role.
- Implementing support measures
- Monitoring the success of those support measures
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development
- How to develop peaceful learning environments
- Positive handling

13.2 Where appropriate, relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO, as well as external agencies.

13.3 Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

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

14. Promoting mental health and wellbeing

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

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

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

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

14.4 Where appropriate, a referral to external agencies will be made e.g. Social. Emotional and Mental Health Team (SEMH Team), SOLAR or Forward Thinking Birmingham.

14.5 For pupils with more complex problems, additional in-school support may 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.
- Providing professional mental health recommendations, e.g. regarding medication.

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

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

15. EHC plans

15.1 The school will fully cooperate with the LA when research about the pupil is being conducted. The school will provide the LA with any information or evidence needed. All relevant staff will be involved in contributing information to the LA.

15.2 The school will admit any pupil that names the school in an EHC plan.

15.3 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.

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

15.5 The school will ensure that parents/carers, where possible, are consistently kept involved in developing, reviewing and the implementation of EHC plans.

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

15.7 The school will review each pupil's EHC plan annually to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.

16. Reviewing the EHC plan

The school will:

- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information from external agencies about the pupil at least 3 months before the annual review.
- Circulate updated reports from external agencies to those invited to the annual review at least 2 weeks before the meeting.
- Ensure that those invited to the meeting are given at least two weeks' notice of the date of the meeting.
- Submit the annual review paperwork submitted to the LA and all those who were invited to attend the review, within 3 weeks of the meeting.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

17. Safeguarding

17.1 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 with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

17.2 The school 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.

17.3 The headteacher 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.

17.4 When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school policy.

17.5 Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

18. Admissions

8.1 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 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.

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 key transfers are as follows:

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

20. Supporting successful preparation for adulthood

20.1 The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next.

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

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

21. Data and record keeping

21.1 An accurate and up-to-date register will be kept of pupils with SEND which identifies all their areas of need.

21.2 Inclusion plans which will be used to record the following information

- The pupils stage in the graduated response
- The pupils' strengths and difficulties/needs.
- Any targets/outcomes.
- Strategies and any resources required in order for pupils needs to be met.
- Provisions the school makes which is 'different from' or 'additional to' that offered through the school curriculum. This will include targeted and specialist interventions.
- Upon review, the impact of the provision and further actions

21.3 Inclusion plans, relevant assessment information and reports from external agencies will be discretely and sensitivity stored so that relevant staff can readily access information.

21.4 CPOMS (a secure and electronic system) will be used to

- Store reviewed inclusion plans
- Store reports from external agencies
- Record details of communication between school and parents/carers and/or external agencies
- Record actions taken in regards to the graduated response

21.5 The SEND information report will be prepared by the SENCo, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

21.6 All information will be kept in accordance with the relevant school policies.

22. Confidentiality

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.

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. If disagreements are not resolved at a local level, the case will be referred to the DfE. The school will fully cooperate with the LA by providing any evidence or information that is relevant. 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.

23. Publishing information

23.1 The school will publish information on the school website about the implementation of this policy. The governing board will publish details of the SEND information report on the school website.

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.

24. Resolving disagreements

24.1 The school is committed to resolving disagreements between pupils 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. SEND tribunal

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

25.2 In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

25.3 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.
- 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.

25.4 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'.

26. Monitoring and review

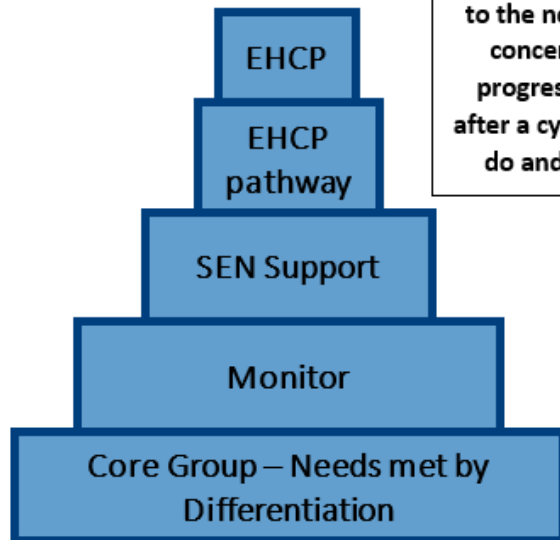
26.1 The policy is reviewed on an annual basis.

26.2 Any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

26.3 The next scheduled review date for this policy is September 2023.



Appendix 1: Graduated Approach



Graduated Approach

Pupils are escalated to the next level if concerns over progress remain after a cycle of plan, do and review.



Interventions

EHCP

Provision exceeds SEND notional budget.
 Inclusion Plan – driven by EHCP
 Targeted and specialist interventions
 Involvement of external agencies
 Biannual review meetings with class teacher/LSA, SENCo and parents/carers to review inclusion plans
 Annual review of EHCP- SENCo, teacher/LSA, parents/carers and, where possible, pupils.
 SENCo to review inclusion plan with school staff between formal meetings- as required
 Extended parent evening appointments.

EHCP Pathway

If concerns remain, information is gathered to request an EHCP assessment.

SEN Support

Inclusion Plan- reviewed termly
 Targeted interventions
 Involvement of external agencies, if appropriate.
 Biannual meetings with class teacher, SENCo and parents/carers
 Extended parent evening appointments.

Monitor

Inclusion Plan – reviewed termly
 Universal interventions
 Parents informed of their child being monitored by the SENCo
 Opportunity offered to meet with class teacher to discuss inclusion plans formulated.
 Extended parent evening appointments.

Core Group

SENCo provides advice to teaching staff if concerns raised
 Class teacher informs parents/carers of concerns and planned actions
 Impact is measured at data collection points