

Endon Hall Primary & Nursery School

'Inspire today to achieve tomorrow'



Special Educational Needs & Disability (SEND) and Inclusion Policy

Reviewed: November 2025

Review date: November 2026

Statement of intent

Endon Hall Primary & Nursery School is committed to providing an appropriate and high-quality education to all children to enable them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. We believe that all children, including those identified as having a special educational need or disability (SEND) have a common entitlement to a full, broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

This policy outlines the framework we will use in meeting our duties, obligations and principal equality values in providing an appropriate high-quality education for children with Special Educational Needs or Disabilities (SEND).

Through successful implementation of this policy, we aim to eliminate discrimination and promote equal opportunities.

Endon Hall Primary & Nursery School will work with the Local Authority (LA), or equivalent, in ensuring that the following principles underpin this policy:

- High-quality provision to meet the needs of children with SEND
- The early identification of children's needs and early intervention to support them
- A focus on inclusive practice and removing barriers to learning
- The involvement of children and their parent/carers in decision-making
- Collaboration between education, health and social care services to provide support
- Greater choice and control for children and their parent/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 child 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

Legal framework

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
- The Special Educational Needs and Disability (Amendment) Regulations 2024

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 (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality, Equity, Diversity and Inclusion Policy
- Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedure/Policy
- Accessibility Policy
- Separated Parent Policy
- Restrictive Physical Intervention Policy

Objectives

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

- Use our best endeavours to make sure that children with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that children with SEND engage in the activities of the school alongside children who do not have SEND.
- Ensure there is high-quality provision to meet the needs of children with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil our statutory duties towards children with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling our duties under the Equality Act 2010 towards individual disabled children.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision i.e. the Special Educational Needs & Disabilities Coordinator (SENDCo).
- Inform parent/carers when 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 children with SEND.
 - Information about the admission arrangements for children 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 children with SEND.

Areas of Special Educational Need/Disability

Cognition and Learning

- Specific Learning Difficulties (SpLD) – where there is a mismatch between the child's potential and their actual performance in specific skills areas. Often children demonstrate an erratic profile of strengths and weaknesses. SpLD encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Moderate Learning Difficulties (MLD) – characterised by low attainment across the curriculum
- Severe Learning Difficulties (SLD) – where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health difficulties

- Where learning is interrupted as a result of behavioural patterns

Communication and interaction difficulties

- Speech and Language difficulties
- Autistic Spectrum Disorder (ASD)

Sensory and physical difficulties

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-sensory impairment (MSI)
- Physical and/or sensory difficulties

Roles and responsibilities

We aim to give all of our children the opportunity to succeed and reach the highest level of personal achievement by ensuring that staff adhere to their roles and responsibilities.

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 children with SEND
- Ensuring that there is a qualified teacher designated as SENDCo for the school

The Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all children, including children with SEND:

In enacting this policy, **the Headteacher will:**

- Ensure the school holds ambitious expectations for all children with SEND.
- Establish and sustain culture and practices that enable children with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parent/carers, and professionals, to identify the additional needs and SEND of children, 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.
- Ensure the SENDCo has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully reviewing the quality of teaching for children 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 children with SEND.

The Special Educational Needs & Disabilities Coordinator (SENDCo) at Endon Hall Primary & Nursery School is Mrs G Fairhall.

The (SENDCo) 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 the SEND policy
- The coordination of specific provision made to support individual children with SEND
- Liaising with the relevant designated teacher for Looked After Children (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 children's needs effectively
- Liaising with the parent/carers of children 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 children and their parent/carers 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 keeps the records of all children with SEND up-to-date, in line with the school's Data Protection Policy

- Providing professional guidance to colleagues, and working closely with staff, parent/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

Teachers will be responsible for:

- Delivering Quality First Teaching that is adapted to meet the diverse needs of all learners.
- Planning and reviewing support for children with SEND on a graduated basis, in collaboration with parent/carers, the SENDCo and, where appropriate, the children themselves.
- Setting high expectations for every child, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving.
- Adapting the curriculum to ensure that every child with SEND has full access at their level.
- Having in place a Help Desk, which is stocked with relevant learning prompts and resources.
- Understanding and utilising metacognitive approaches to develop independent learners, teaching children how to use metacognitive strategies and creating an environment which encourages independence to select and use the best approach, prompt or resource for their own learning.
- Making reasonable adjustments to provision, tailored to need.
- Monitoring the impact of adjustments and adaptations.
- Being accountable for the progress and development of the child in their class.
- Being aware of the needs, outcomes sought, and support provided to any child with SEND they are working with.
- Understanding and implementing strategies to identify and support children with SEND, utilising the school provision maps (Appendix 1) and the support of the SENDCo.
- Keeping school leaders up-to-date with any changes in behaviour, academic developments and causes of concern.

We are an Inclusion Friendly School and encourage children to consider their own learning styles and preferences as part of our approach to the curriculum.

Identifying SEND

We are committed to early identification and intervention for children who may have a SEND. Early identification and effective provision improves long-term outcomes for children. As part of the overall approach to monitoring the progress and development of all children, we have a clear approach to identifying and responding to SEND as outlined in our school's SEND Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all children, with the aim of identifying children who are making less than expected progress given their age and individual circumstances. '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 child's previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

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

The school will use a range of indicators to identify a pupil's difficulty and plan provision, including before the child arrives at the school:

- Whenever possible, the SENDCo will attend Annual Review Meetings for pupils with EHC Plans
- Admissions information including routine reading and spelling assessments, KS2 test scores (where used) and annual reviews are used to inform provision

Identification of pupils with a SEND will be continuous through children's time at the school. Staff will be expected to remain alert to events that can lead to learning difficulties, such as bereavement or bullying.

The school will maintain a list of pupils who have been recognised as having a SEND. The records will be held centrally and kept securely. In some circumstances the records may be shared with external agencies, for example, for safeguarding issues or on transition to another school.

Safeguarding

We recognise that evidence shows children with a SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that children 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

We recognise that there are additional barriers to recognising abuse and neglect in this group of children. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- This group of children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- The potential for children with a 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.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The Headteacher and Governing Board will ensure that our Child Protection & Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving children with SEND, staff will have due regard for the procedures outlined in the school's Restrictive Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with children 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. School staff will be particularly alert to the potential need for early help for children with SEND and additional needs.

The Governing Board and Headteacher will ensure that children with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of children with SEND.

Any reports of abuse involving children with SEND will involve close liaison between the Designated Safeguarding Lead (DSL) and the SENDCo.

SEND support

Endon Hall Primary & Nursery School is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual children, is the first step in responding to children who have or may have SEND.

Teachers at the school will:

- Set high expectations for every child
- Plan stretching work for children whose attainment is significantly above the expected standard
- Plan lessons for children who have low levels of prior attainment and/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 child achieving
- Be responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff

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

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

Once a child has been identified as having a SEND, the school will employ a graduated approach to meeting the child'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 child's needs and of what supports the child in making good progress and securing good outcomes.

The process is as follows:

- **Assess:** establishing a clear assessment of the child'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 child's progress in line with the agreed review date

The implementation stage will usually last the duration of a term. Specialist staff and Inclusion Support Assistants will work closely with classroom teachers to link interventions and classroom teaching.

The school will uphold the review date. If the child has achieved the outcomes and the intervention has been successful, the child's name will be moved from the SEND register to the monitoring list.

Where the pupil has not achieved the outcomes, the results of the intervention will feed back into the analysis of the pupil's needs and changes to the intervention or the outcomes will be discussed. The pupil 'assess, plan, do and review' cycle may continue. This will build a history and a better understanding of the pupil's difficulties.

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

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of a child with a SEND, they have not made expected progress, the school, in consultation with parent/carers, will consider requesting an Education, Health and Care needs assessment.

We will consider whether additional pastoral support and/or attention for children with a SEND is required, alongside ensuring that any appropriate support for communication is in place.

English as an Additional Language (EAL)

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

The school will consider the child within the context of their home, culture and community and look carefully at all aspects of a child'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 a SEND.

Early Years children with SEND

All early years providers are required to have arrangements in place to identify and support children with a SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework. The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parent/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 parent/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 parent/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' cycle

Admission

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 parent/carers of children who have a 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 visits do not discourage parent/carers of children 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.

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

Examination Access Arrangements

Access arrangements may be considered where a need is identified by teachers and/or parents and communicated to the SENDCo, provided the relevant examination board criteria are met.

A child requiring an access arrangement will not necessarily be placed on the SEND register, nor will they automatically require a targeted support plan.

Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where children have EHC plans, these will be reviewed and amended in sufficient time prior to a child moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

Involving children and parent/carers in decision-making

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

Where a child is receiving SEND support, the school will regularly liaise with parent/carers in setting outcomes and reviewing progress. The class teacher, supported by the SENDCo, will review the child's plan with the parent/carers three times each year.

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

- Focus on the child as an individual, not allowing their SEND to become a label
- Be easy for children and their parent/carers to understand by using clear, ordinary language and images, rather than professional jargon
- Highlight the child's strengths and capabilities
- Enable the child, 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 parent/carers
- Bring together relevant professionals to discuss and agree together the overall approach

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

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

Funding for SEND support

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

Where children with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing any available funding from the LA to provide additional specialist support.

EHC needs assessments and plans

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

The purpose of an EHC plan is to make special educational provision to meet the SEND of the child, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

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 child'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.

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 child can be achieved through further special educational provision made by the school and its partners.

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

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

Reviewing EHC plans

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

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 child 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 parent/carers involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst children and their parent/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 parent/carers and child 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 child's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent/carer's views are heard and acknowledged.

- Review each child's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a child's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the Governing Board or Headteacher will request the LA to conduct a re-assessment of a child whenever they feel it is necessary.

Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for children with SEND. It recognises the importance of starting early, centring on child aspirations, interests and needs, and will ensure that children 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.

The school will:

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

The school will fulfil its statutory duties under Section 42 of the Education Act 1997 and work with children with SEND to ensure they are prepared for the workplace.

Managing complaints

Endon Hall Primary & Nursery School will publish the Complaints Policy on the school website.

Following a parent/carer'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.

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

Parent/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.

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'.

Staff training and improving practice

The school 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/Induction programme.

The school SENDCo will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing children with SEND.

Use of data and record keeping

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

The school'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 child'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 children.
- Maintain an accurate and up-to-date register of the provision made for children with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

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

Confidentiality

The school will not disclose any EHC plan without the consent of the child's parent/carers, except for specified purposes or in the interests of the child, such as disclosure:

- To a SEND tribunal when parent/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 child'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 child is intending to start their next phase of education

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

Publishing information

The school will publish information on the school website about the implementation of this policy. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEND Information Report will be prepared by the SENDCo 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'.

Joint commissioning, planning and delivery

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

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).

The school will draw on the wide range of local data sets about the likely educational needs of children 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 children with SEND
- An analysis of local challenges or sources of health inequalities

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 children with SEND
- Increasing the identification of children with SEND prior to school entry

Where children with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

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

Local Offer

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, parent/carers and children 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 children's and parent/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 parent/carers and children 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 parent/carers and children access the Local Offer, the information is up-to-date.

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

Monitoring and review

The policy is reviewed on an annual basis by the Headteacher in conjunction with the Governing Board; any changes made to this policy will be communicated to all members of staff, parent/carers of children with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The next scheduled review date for this policy is November 2026.