Durham and Newcastle Diocesan Learning Trust

Company Number 10847279

Newbrough and Wark C of E Primary Schools

SEND Policy

2026 to 2027

"Every child matters and no child is ever left behind..."

"Let the little children come to me, and do not stop them;

for it is to such as these that the kingdom of God belongs."

Luke 18:15-17

Growing Well

Matthew 13:31-32 and our shared vision

Our shared vision for Newbrough and Wark is rooted in Jesus' parable of the mustard seed: every child is known, valued, supported and enabled to flourish.

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Responsible Officer: SENDCo – Fiona McKay

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Statement of intent

Newbrough and Wark C of E Primary Schools and the DND Learning Trust (the Trust) believe 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 shared **Growing Well** vision, rooted in the parable of the mustard seed (Matthew 13:31–32), shapes our commitment to pupils with SEND. At Newbrough and Wark, every child is known, valued and nurtured so that, from their individual starting points, they can grow in confidence, develop their gifts and flourish. We are committed to removing barriers, providing the right support at the right time and ensuring that every pupil is fully included in the life and learning of our schools.

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

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

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents 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 over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance 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
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at school with medical conditions'
- DfE 'Working Together to Safeguard Children 2023'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School Admissions Code'
- DfE 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy

- Pupil Confidentiality Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

2. Objectives

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 and removing barriers to learning.
- 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 substantial disadvantage compared with their peers.
- Designate a teacher with the appropriate qualification to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child and involve parents in assessing the child's needs. Thus, supporting effective strategies and further refinement of support.
- 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 all pupils in line with the School admissions code 2021
- A SEN information report about the implementation of the school's policy for pupils with SEND.

3. Roles and responsibilities

The academy council 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 SENCO 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 of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher 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 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 academy council to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO 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.

The SENCO will be responsible for:

- Collaborating with the academy council and head teacher 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.
- Where appropriate, liaising with the relevant designated teacher for Looked After Children (LAC) with SEND (it is recognised that in some schools the SENCO will also be the designated teacher for LAC).
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant academy councillors 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 pupils with SEND up to date, in line with the Trust Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies. Ensuring there is a comprehensive CPD offer to meet the contextualised need of the current school.
- 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:

- Ensuring they follow this SEND policy.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.

- Using their best endeavours to ensure every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Keeping the headteacher up to date with any changes in behaviour, academic developments and causes of concern.

4. Identifying SEND

The school recognises that early identification and effective provision improve long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

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 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 pupil'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 schools will use a range of indicators to identify a pupil's SEND needs and plan provision, including information gathered before the child joins Newbrough or Wark:

- The SENDCo or another appropriate member of staff will liaise with the child's early years provider, previous school and relevant professionals to understand existing needs and provision.

- Admissions and transition information, including assessment information, support plans, EHC plans, reports from professionals and the views of the pupil and parents, will be used to inform provision.

- For pupils moving to secondary school or another setting, the schools will meet or liaise individually with receiving schools and share relevant information securely so that appropriate support can be planned.

Identification of pupils with SEND will be continuous through pupil'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 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.

5. Safeguarding

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.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can 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 disproportionally 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 academy council will ensure that the school's Child Protection and Safeguarding Policy reflect 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 pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

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.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The academy council and headteacher will ensure that pupils 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 pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

6. SEND support

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

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.

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

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

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess,**

plan, do, review – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess**: establishing a clear assessment of the pupil's needs
- **Plan**: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do**: implementing the agreed interventions and support
- **Review**: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

A referral for assessment can be made by a member of staff or parent, or a pupil may self-refer. The views and targets of the parent and the pupil will be sought.

The implementation stage will last the duration of a term, and more commonly two terms. Specialist staff and teaching assistants will work closely with classroom teachers to link interventions and classroom teaching.

The school will uphold the review date. If the pupil has achieved the outcomes and the intervention has been successful, the pupil'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 SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment. There may also be cases where a child's SEN needs are significant and it is apparent that an EHCP needs assessment should be undertaken even before a full cycle of the graduated approach can be completed. In these situations an EHCP needs assessment can be requested at any stage provided this is with the consent of parents.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

EAL (English as an Additional Language)

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.

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 problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Early years pupils with SEND

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

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

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by pupils themselves.
- Monitor and review the progress and development of all pupils throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that pupils with SEND engage in the activities of school alongside pupils who do not have SEND.
- SENCO to liaise with all staff.
- Provide information for parents on how it supports pupils with SEND.
- Prepare a report on the:
    - Implementation of SEND policy and procedures.
    - Arrangements for the admission of pupils with SEND.
    - Steps being taken to prevent pupils with SEND from being treated less favourably than others.
    - Facilities provided to enable access to the school for pupils with SEND.
    - Accessibility plan showing how it plans to improve access over time.
- Inform parents 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.

8. Admissions

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 pupils who have SEND but do not have an EHC plan in the usual way in the normal admissions round or as an in-year transfer.
- 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.
- 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 pupils without an EHC plan. If there is a place available the school must offer a place. If there is not a place available the school's published over-subscription criteria must be applied when ranking applications in the usual way and must not discriminate against or disadvantage applicants with SEND.
- Ensuring the school's oversubscription arrangements will not disadvantage pupils with SEND.

Arrangements for the fair admissions of all pupils in line with the school admissions code 2021 are outlined in the Admissions Policy and will be published on the school website.

The school may challenge a decision to name the school in an EHC plan if the school considers that such a placement would be unsuitable based on the child's age, ability, aptitude or SEND; or it would be incompatible with the efficient education of other pupils or the efficient use of resources. The school will consider whether any reasonable adjustments can be made to provide a placement and the Local Authority will make the final decision following consultation with parents and schools as to which school should be named in an EHC plan.

9. Examination access arrangements

Access arrangements for statutory assessments will be considered and provided in line with current statutory guidance and each pupil's normal way of working. Where a pupil transfers to another school, the receiving school will make its own decisions about future access arrangements using the available evidence and relevant guidance.

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

10. Transition

Newbrough and Wark recognise the importance of carefully planned transitions into school, between classes and key stages, between the two schools where relevant, and on to secondary school or another setting.

The SENDCo and relevant staff will work with parents, pupils, previous settings and receiving schools to share information, arrange additional visits where appropriate and agree the support needed. Newbrough and Wark meet or liaise individually with receiving schools to support transition. Where pupils have EHC plans, these will be reviewed and amended in sufficient time before a move between key phases of education so that support and provision can be planned and, where necessary, commissioned in the new setting.

11. Involving pupils and parents in decision-making

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

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will endeavour to meet with the parents **three** times each year. This is clearly documented and parent responses are captured on the plans alongside that of the children. The plans are quality assured by the SENCO.

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

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

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

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

12. Funding for SEND support

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.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider attempting to access high needs top-up funding from the LA to provide additional specialist support.

13. 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 pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents 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 pupil, 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 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.

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.

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.

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 use their best endeavours to deliver the provisions set out in the EHC plan.

14. Reviewing EHC plans

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.

The school will:

- Cooperate with the LA and relevant individuals to endeavour to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.

- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school may request a re-assessment of an EHC plan at any time after an initial assessment as appropriate as well as hold an interim review at least within 6 months and an annual review following the date of the EHCP. This needs to be effectively communicated to the L.A and the child's caseworker.

15. Supporting successful preparation for adulthood

The schools recognise that preparation for adulthood begins in the primary years through developing independence, communication, confidence, resilience and aspirations. Planning will be centred on each pupil's strengths, interests and needs, and pupils will be supported at developmentally appropriate levels to prepare for their next stage of education and wider life.

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 secondary schools, as necessary, to help plan for any transitions.

16. Managing complaints

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

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the Trust central team and where appropriate the LA immediately to seek 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 central team and where appropriate the LA in responding to requests for information as part of procedures for:

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

Parents will be made aware that Ofsted can consider complaints relating to whole school SEND and 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'.

17. 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 and Training Policy.

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

18. Use of data and record keeping

All information about pupils will be kept in accordance with the school's Data Retention 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 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.

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 and Trust will not share any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as 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 pupils.
- 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.

The school will adhere to pupil confidentiality and safeguarding procedures at all times.

19. Publishing information

The SEN Information Report will be prepared by the academy council 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'.

This policy will be published on the website and reviewed annually or where appropriate if information changes during the year.

20. Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure pupils 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 pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among pupils at the national level.
- Numbers of local pupils 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.

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.

Where pupils 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.

21. Local offer

The school's academy council 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.

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.

22. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the academy council; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

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