



SUAT Send Policy 2026

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Introduction

This document maps out national and local expectations for SEND as policy and practice prompts for our Academies, and places these alongside illustrations and examples of how those expectations can be met. It seeks to cover key aspects of processes and support for SEND pupils in our Academies and to enable the further development and maintenance of good practice for the education of SEND learners and a trust wide inclusive ethos. Each Academy is encouraged to use these prompts and illustrations when formulating a SEND policy and Information report that is specific to their Academy, which will be displayed on that Academy's web site. Thus we hope to ensure that individual policies are comprehensive in meeting requirements, helpful to practitioners, and consistent with Trust values.

1 Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans
- DfE 'National strategy for autistic children, young people and adults 2021 to 2026'
- SEN coordinators (SENCOs) and the SEN information report
- 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
- 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 (2026) Keeping Children Safe in Education (effective from 1 September 2026)
- Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils'
- The Trust and its academies will ensure that all SEND processes and provision are implemented in accordance with statutory requirements, including safeguarding duties, equality legislation, and data protection law.

2 Our aims and principles

Schools within the Staffordshire University Academies Trust (SUAT) share common values and an ethos that all children are at the heart of all that it does. The Trust seeks to ensure that there is an

ambitious curriculum delivered expertly through engaging quality first teaching which leads to outstanding outcomes for all students.

The Trust is committed to creating inclusive educational environments where pupils with SEND are welcomed, valued and supported to participate fully in all aspects of academy life. Inclusion is a shared responsibility and will underpin curriculum design, pastoral support, attendance strategies, enrichment opportunities and preparation for adulthood.

This policy guidance derives from the Teaching and Learning framework of the Trust, and works alongside and in conjunction with the Staffordshire Local Offer, and the SEND School Policy and Information Report (School offer), which can be found on individual school websites.

Each academy within the SUAT shall ensure that:

- the special educational needs of students will be addressed (promptly), and they will not be labelled or disadvantaged by any policy or procedure operated within the Trust;
- it works in partnership with parents, carers and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that
- appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes;
- it has a trained Special Educational Needs Coordinator (SENDCO). The SENDCO will maintain and regularly review the SEND record held in respect of an individual student and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENDCO and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes; and
- Children and young people with SEND engage in the activities of the academy alongside pupils who do not have SEND.
- The Trust is committed to ensuring that pupils with SEND attend school regularly, participate fully in school life and achieve positive outcomes. Academies will work proactively with families and external agencies to identify and remove barriers to attendance, inclusion and participation.
- The Trust believes that pupils with SEND should be fully included within the life of their academy wherever possible and that inclusion should underpin strategic decision-making, curriculum design, pastoral support and wider participation opportunities.
- The SEND Policy and information report of Staffordshire University Academy Trust reflects the principles of the 0-25 SEND Code of Practice (2015).
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
- A SEN information report about the implementation of the school's policy for pupils with SEND.

The aims of this Special Educational Needs Information report and SEND Policy are to:

- ensure the Equality Act 2010 duties for pupils with disabilities are met,
- enable pupils with special educational needs to have their needs met,
- take into account the views of the pupils with special educational needs,
- encourage good communication and genuine partnerships with parents/carers of children with special educational needs,
- facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs,

- in conjunction with the Supporting Students with Medical Conditions Policy make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods,
- employ a collaborative approach with learners with a SEND or disability, their families, staff within school, other external agencies including those from Health and Social Care,
- set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- share expertise and good practice across the school, Multi Academy Trust and partnership schools.
- make efficient and effective use of school resources,
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs.

3 Aspects of SEND Policy and related practice

When putting into place or reviewing their individual policies, schools will want to pay attention to key aspects of policy such as those outlined below, and may wish to build on examples provided. They are prompted by discussions and questions in school/Trust networks and visits. They are not comprehensive; themes and examples will be added as they emerge through dialogues between schools and the Trust.

A: Definitions

Under the Children & Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A Child or Young Person will have a learning difficulty or disability if they have:

1. A significantly greater difficulty in learning than most others of the same age; or
2. A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools or mainstream post-16 institutions in England.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

A child under compulsory school age has special educational needs if they fall within the definition at (1) or (2) above or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

B: Areas of Special Educational, Disability and Neurodiversity The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school's 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

Neurodiversity

The Trust recognises and values neurodiversity and is committed to creating inclusive learning environments in which all pupils can thrive. Neurodiversity recognises that differences in the way people think, learn, communicate, process information and experience the world are a natural part of human variation.

Pupils may present with a range of neurodevelopmental profiles, including but not limited to autism, attention deficit hyperactivity disorder (ADHD), developmental language disorder (DLD), dyslexia, dyspraxia, dyscalculia and other differences that may impact learning, communication, sensory processing, emotional regulation or social interaction.

The Trust will seek to understand and respond to individual strengths and needs through high-quality teaching, reasonable adjustments, effective support strategies and inclusive practice. Staff will promote a strengths-based approach and avoid making assumptions about a pupil's abilities, potential or support needs based solely on diagnosis.

The Trust recognises that some pupils may require support despite not having a formal diagnosis and will use the graduated approach to assess, plan, do and review appropriate provision based on identified 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, a member of the SEND team will attend Year 5 and/or Year 6 Annual Review Meetings for pupils with EHC Plans
- Admissions information including routine reading and spelling assessments, KS2 test scores (where used) and Year 6 annual reviews are used to inform provision
- The SENCO will attend the school's Year 6 Open Evenings
- Identification of pupils with 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 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.

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning

- Children with cognition and learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

- Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (Math's), dyspraxia (co-ordination) and dysgraphia (writing).
- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to 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

- Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Communication and Interaction needs

- Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.
- The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and/or Physical needs

- Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.
- Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

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 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 the school's Child Protection and 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 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 school recognises that persistent absence, severe absence, restricted timetables, alternative provision placements and disengagement from education may increase safeguarding risks for pupils with SEND. These factors will be considered as part of the wider safeguarding picture for each child. The governing board 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.

The Trust recognises that pupils with SEND may be more vulnerable to becoming less visible within education due to persistent absence, severe absence, part-time timetables, alternative provision placements or barriers to engagement.

Academies will ensure that attendance, inclusion, behaviour, wellbeing and safeguarding information is considered holistically when assessing the needs of pupils with SEND.

Particular consideration will be given to risks associated with child-on-child abuse, online abuse, bullying, exploitation, radicalisation, violence against women and girls (VAWG), harmful sexual behaviour, mental health difficulties and social isolation.

Staff will be trained to understand the additional barriers that may affect a pupil's ability to recognise, understand, communicate or report abuse.

Safeguarding education delivered to pupils with SEND will be adapted where appropriate to ensure that learning is accessible and effective.

C: Special Educational Needs Provision

Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools. Staffordshire University Academy Trust will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child. There may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

Digital Accessibility and Assistive Technology

The Trust recognises the importance of digital accessibility in supporting pupils with SEND to access education and participate fully in school life.

Academies will consider digital accessibility when planning provision and will seek to ensure that learning resources, online platforms, educational technology and communication systems are accessible, inclusive and appropriate to individual needs.

Where appropriate, pupils may be supported through the use of assistive technology, alternative formats, adaptive software, specialist equipment, accessibility features and reasonable adjustments to remove barriers to learning and participation.

Staff will consider digital accessibility as part of the graduated approach to SEND support and when making reasonable adjustments under the Equality Act 2010.

Alternative Provision and Off-Site Education

Where a pupil with SEND accesses alternative provision, off-site education or any other education arranged outside the academy, the academy will retain responsibility for overseeing the pupil's educational progress, attendance, safeguarding, wellbeing and SEND outcomes.

The academy will work collaboratively with the alternative provider, parents/carers, the Local Authority and relevant professionals to ensure provision remains appropriate, effective and aligned with the pupil's identified needs and agreed outcomes.

Regular reviews will be undertaken to evaluate the quality and impact of the provision, support reintegration where appropriate and ensure that pupils remain visible within safeguarding, attendance and SEND systems.

The academy will ensure that any alternative provision is included within SEND planning, review arrangements and, where applicable, Education, Health and Care Plan (EHCP) reviews.

Staff training and improving practice

The Trust will develop and maintain a workforce that is confident in identifying, supporting and teaching pupils with SEND through ongoing professional development, evidence-informed practice, collaboration and access to specialist expertise.

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.

D: Roles & Responsibilities

The principle that underpins this section is that all teachers are teachers of Special Educational Needs, and therefore responsible and accountable for progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff. Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved: Local authority, school, parents/carers, children's services and all other agencies.

Trust Board and officers

The Trust Board will monitor and support policy implementation by overseeing strategic SEND matters across the Trust's academies, including fulfilment of all statutory requirements.

- The Trust Board will receive regular assurance regarding SEND outcomes, attendance, exclusions, complaints, EHCP compliance, inclusion measures and strategic SEND improvement priorities across the Trust, monitoring the appropriate implementation of this policy across the Trust
- The Trustee with portfolio responsibilities for SEND will have a strategic overview of SEND provision across the Trust and provide a voice for children with SEND at Trust Board level.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

Strategic Governance and Assurance

The Trust Board will receive regular assurance regarding:

- Educational outcomes and progress for pupils with SEND.
- Attendance, persistent absence and severe absence involving pupils with SEND.
- Suspensions, exclusions and alternative provision placements involving pupils with SEND.
- EHCP compliance, annual reviews and statutory timescales.
- SEND complaints, mediation activity and SEND Tribunal cases.
- Inclusion measures, participation in wider school life and preparation for adulthood outcomes.
- The effectiveness of SEND provision and SEND improvement priorities across the Trust.

The Trust Board will use this information to identify trends, monitor the effectiveness of provision, provide challenge and support where required and ensure continuous improvement across the Trust's academies.

Strategic Development of SEND Provision

The Trust and its academies will maintain a strategic approach to SEND development and inclusion. Each academy will regularly evaluate the effectiveness of its SEND provision, identify strengths and areas for improvement, and set clear priorities for development.

SEND development planning will be informed by:

- Pupil outcomes and progress data.
- Attendance and exclusion data.
- Pupil and parent voice.
- SEND complaint outcomes.
- Evaluation of interventions and provision.
- Local Authority feedback.
- Ofsted recommendations and national guidance.

The Trust will support academies to identify and implement improvements which promote inclusion, improve outcomes for pupils with SEND and strengthen staff expertise and capacity.

SEND Hubs

Our SEND Hubs bring together Headteacher and SENDCO representatives from each local area, ensuring partnership working with each Local Authority and leadership collaboration. Each Hub is led by either a Headteacher or SENDCO alongside an EPDO.

Each SEND Hub Leader has responsibility for:

- Leading termly meetings, to bring SENCOs together and share best practice and research, gain leadership feedback and offer support.
- Analysis of Hub data dashboards to inform the district CPD offer, linked to profile of pupil need within the local area
- Work in partnership with the Local Authority SEND representative, linked to the Hub

Strategic Development of SEND Provision

The Trust is committed to the continual improvement of SEND provision and inclusive practice across all academies.

The Trust will continue to review national SEND developments and emerging reforms to ensure that provision remains aligned to best practice, promotes inclusion in mainstream settings wherever appropriate, strengthens early intervention and improves long-term outcomes for children and young people with SEND.

The Trust will maintain a strategic approach to SEND development, ensuring that provision is evidence-informed, responsive to pupil needs and focused on improving outcomes.

The Trust and its academies will regularly evaluate the effectiveness of SEND provision through analysis of:

- Academic outcomes and progress.
- Attendance and inclusion data.
- Suspension and exclusion data.
- EHCP and SEND support outcomes.
- Pupil voice.
- Parent and carer feedback.
- Complaints and dispute resolution outcomes.
- Safeguarding information relating to pupils with SEND.
- Evaluation of interventions and support strategies.

Each academy will identify strengths, priorities and areas for development within SEND provision and contribute to Trust-wide SEND improvement planning.

The Trust will support academies through professional development, collaboration, sharing of best practice, quality assurance activities and targeted support where required.

Strategic SEND development will promote inclusive practice, improved educational outcomes, positive attendance, successful preparation for adulthood and effective participation in school life for pupils with SEND.

Academy Trust Schools

- The **Headteacher** will work with the **SENDCO** to develop the SEND policy and information report and provision within the school. The Headteacher has overall responsibility for the provision and progress of learners with SEND. The Headteacher will provide governors with updates on the SEND provision, and will review the policy annually.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school holds ambitious expectations for all pupils with SEND.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- 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 **SENDCO** will work with the governing board and Headteacher to put into place the SEND policy and information report, offering specialist advice starting from their own SEND training and qualification. They will co-ordinate the academy's SEND provision. They will work with class and subject teachers to put support into place and to monitor pupil progress. They (or the Headteacher) will liaise with external agencies who are supporting individual children. They will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- **Class and subject teachers** are responsible for the progress and development of every student in their class and will work with the SENDCO and TAs to ensure the "assess plan do review" cycle is appropriately implemented to support any student with SEND.
- Ensuring they follow this SEND policy.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.

- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- 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 relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

The **Local Authority** carries an overarching responsibility for Special Needs including where this is in Academies. The local authority holds a budget for high level SEND and is responsible for the provision of an Education and Health Care Plan (“EHCP”) for those of our pupils who require such a plan in order to access the curriculum.

External agencies may be part of a Local Authority provision, or independent. They may play a part in the assessment of a child’s needs for an EHCP, and possibly in the resulting provision. Thus in Staffordshire for example educational psychologists, speech and language therapists or Camhs.

Parents and Carers

Parents and Carers of SEND students need to play a full part in the planning and review of their child’s special needs. They need to be able to discuss the needs of their child with the relevant person, e.g. with their child’s teacher, tutor, the Progress Coordinator/Head of Year and/or the SENDCO.

Involving pupils and parents in decision-making

The Trust is committed to meaningful co-production with children, young people and families. Pupils with SEND will be supported to express their views, wishes, feelings, aspirations and preferred outcomes in ways that are accessible and appropriate to their age, stage of development and individual needs.

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 meet with the parents three times each year.

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.

E: A Graduated Response to SEND

We should always aim to identify a special educational need as soon as possible; the importance of this really cannot be over emphasised. If we are able to address needs in a timely fashion, longer-term educational outcomes are improved.

Our first approach to teaching children with SEND is always quality first teaching; high quality teaching, adaptation for individual learning needs through practical and human resources. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement; this includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the aspects of SEND most frequently encountered (SEND Code of Practice (2014, 6.37))

Early Concerns

Individual academies will implement arrangements appropriate to the age range and phase of education delivered within the academy.

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

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 parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.

- Designate a teacher to be the SENCO. Provide information for parents on how it supports children with SEND.
- Prepare a report on the:
 - Implementation of SEND policy and procedures.
 - Arrangements for the admission of children with SEND.
 - Steps being taken to prevent children with SEND from being treated less favourably than others.
 - Facilities provided to enable access to the school for children with SEND.
 - Accessibility plan showing how it plans to improve access over time.
 - Inform parents 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.

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation and high-quality teaching within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

If a parent or carer refer their child to the academy as they believe their child has special educational needs they should contact the class teacher initially, who will undertake preliminary investigations alongside the SENDCo (with input from relevant staff)

The SEND Code of Practice (2014, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap.

Formalising SEND support

Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher will initiate investigation and will work with the schools SENDCO to assess if a pupil has a special educational need and agree appropriate next steps.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
 - Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Note: Persistent disruptive or withdrawn behaviour does not necessarily mean that a child or young person has SEND. Where there are concerns, there should be an assessment to determine where there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behavior a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of costlier intervention at a later stage.

It is important to note that slow progress and low attainment will not automatically mean that a pupil is recorded as having SEN.

At this point a full investigation into their needs may be carried out including the following as appropriate:

- Information is provided by parents and carers, and perhaps the previous educational setting.
- Pupil views will be taken into consideration
- Observations will be carried out by the SENDCO.
- The pupil's class exercise books will be analysed
- Views will be sought from all members of school staff that are involved with the pupil, e.g., the nurture team, teaching assistants, form tutors.
- Previous assessment data will also be analysed
- Some 'screening' tools or tests may be used, such as.....
- In some cases, it may be necessary to seek assessment by, or advice from, an external professional such as a specialist teacher or educational psychologist. This will always involve

discussion and agreement with the pupil's parents/carers. This is relatively unlikely at this stage, and more likely if there is an EHCP application (see below)

All of these strategies will help to give us an overall picture of the child, i.e., their strengths as well as their areas for development. This will help to ensure that our assessments of need and provision are as accurate and effective as possible from the very start.

The result of this initial assessment process is likely to be that the child is placed on the school's special needs register, with an IEP or similar document which outlines the agreed actions or reasonable adjustments that will be taken.

F: Assess, Plan, Do, Review

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.

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.

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

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.

Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which 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. This is known as the graduated response – assess, plan, do, review.

For all pupils with special educational needs the cycle of Assess, Plan, Do and Review will be adhered to and progress will be discussed at the end of every half-term with the SENDCO. These pupils will also be discussed at Pupil Progress Meetings with the Head of School/Head of year/SLT

Assess

See section above

- Assess: establishing a clear assessment of the pupil's needs

Plan

If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

All students regardless of needs are set targets. Data collected during the academy reporting process is analysed and strategies are put in place to support the areas of need. All SEND interventions delivered outside of the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These can be recorded on an individual plan and are monitored and reviewed against a set time-frame, agreed within the plan.

Strategies are planned for pupils to support them to make progress that will address the areas of need. At this stage planning will be done either on an individual, class or year group provision map. As well as providing an overview of provision in the class, the provision map helps to inform the deployment of teaching assistants and are used to monitor the effectiveness of interventions for the children involved.

Do

SEND support will be recorded on a support plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents/carers and child will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

The class teacher will be responsible for working with the child on a daily basis ensuring that all planned provision takes place and, as far as possible, additional support will take place in the classroom with reasonable adjustments. We will ensure all other teachers and support staff who work with the pupil is aware of the support to be provided either as an intervention or reasonable adjustments. The SENDCo will work closely with class teacher, subject teachers, pastoral leads and external agencies ensuring a holistic approach is achieved. A range of teaching approaches,

appropriate equipment, interventions and reasonable adjustments will be considered. All interventions are tracked regularly so that they can be adjusted as the need arises.

Review

Progress towards these outcomes will be tracked and reviewed termly with the parents and the child.

The effectiveness of SEND provision will be evaluated not only through academic progress, but also through attendance, wellbeing, independence, communication, inclusion, participation in school life, personal development and preparation for adulthood outcomes, where appropriate to the age, stage and needs of the pupil. Provision will be reviewed regularly to ensure it remains effective, evidence-informed and focused on achieving positive long-term outcomes.

The assessment information will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Following very close monitoring to determine the impact throughout the term, and high-quality teaching, some pupils may continue to make inadequate progress. For these pupils, and in consultation with parents, we are able access external agencies who can provide more specific and detailed assessments and provide further strategies. All provision will be recorded either on the whole class provision and/or on personalized plans.

The SENDCo will complete on-going assessments of pupils with additional needs. Personalised plans for pupils with more complex needs are reviewed three times a year, more frequently if necessary, and the attainment of every child on the SEND register is evaluated at least 3 times a year.

Academies aim to hold parent consultation evenings at least twice a year and parents of pupils with personal plan will be invited to attend additional review meetings. At these meetings progress will be discussed, parent's views and pupil's views of support and the advice from any outside agencies which may be involved.

Statutory Assessment of Needs, perhaps leading to an Education Health Care Plan (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care plan (EHCP) needs assessment. The evidence gathered through the regular review of the My Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required. Where a pupil has an Education, Health and Care plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so will hold annual review meetings on the behalf of Staffordshire LA, or other LA where required, and complete the appropriate paperwork for this, in accordance with legal requirements.

EHC needs assessments and plans

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 meet them.

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 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 will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Supporting successful preparation for adulthood

The Trust recognises that preparation for adulthood is relevant for all pupils with SEND and will seek to develop independence, self-advocacy, communication, resilience, participation in community life and readiness for future education, employment and adulthood at developmentally appropriate stages.

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

The Trust recognises that preparation for adulthood is relevant for all children and young people with SEND and should begin at the earliest appropriate stage. Academies will support pupils to develop independence, communication, resilience, self-advocacy, social relationships, participation in their community and aspirations for the future.

Preparation for adulthood will be personalised according to the age, stage of development and individual needs of the pupil. Planning will take account of the pupil's strengths, interests, aspirations and desired outcomes.

Academies will:

- Seek to understand and build upon pupils' interests, strengths, talents and motivations.
- Support pupils to develop friendships, social inclusion and participation in school and community life.
- Ensure pupils with SEND are able to participate fully in the wider life of the academy alongside their peers.
- Seek to understand and build upon pupils' interests, strengths, talents and motivations.
- Support pupils to develop friendships, social inclusion and participation in school and community life.
- Ensure 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.
- Promote meaningful co-production by ensuring that pupils with SEND are supported to express their views, wishes, feelings, aspirations and preferred outcomes in ways that are accessible and appropriate to their age, stage of development and individual needs.
- Plan effectively for key transitions between classes, phases, schools and post-16 destinations where applicable.
- Work collaboratively with parents, carers, educational settings, employers, further and higher education providers, health professionals and other agencies to support successful transitions and positive long-term outcomes.
- Plan effectively for key transitions between classes, phases, schools and post-16 destinations where applicable.
- Work collaboratively with parents, carers, educational settings, employers, further and higher education providers, health professionals and other agencies to support successful transitions and positive long-term outcomes.
- Promote independence, employability, communication skills, wellbeing and readiness for adulthood through an inclusive curriculum and wider opportunities.
- Ensure that Education, Health and Care Plan reviews include consideration of future aspirations, independence and preparation for adulthood outcomes where appropriate.
- Provide access to impartial careers education, information, advice and guidance in accordance with statutory requirements and the age and stage of pupils.

The Trust's Careers Policy sets out how academies will fulfil their statutory duties relating to careers education and guidance and support pupils with SEND to prepare for adulthood, employment and lifelong participation in society.

G: Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

There are no barriers to pupils with SEND enjoying the same activities as other pupils in school. All of our extra-curricular activities and school visits are available to all pupils who are encouraged to go on residential trips; to take part in sports day, school plays and special workshops. No pupil is ever excluded from taking part in these activities because of their SEND.

We aim to support pupils with disabilities. Admission arrangements for all pupils do not discriminate against, or disadvantage, disabled children or those with special educational needs.

We regularly review our practice and facilities; consulting with other professionals in order to prevent disabled pupils from being treated less favourably than other pupils.

Further information regarding this can be found on each individual school's equality and accessibility plan.

Equipment, facilities and other forms of support for children with special educational needs

We engage with the following bodies to meet the needs of pupils with SEND and to support their families:

- Specialist Teaching Services
- Educational Psychology Service
- Access to local authority's service level agreement with Speech and Language Therapy Services
- Occupational Therapy Services
- Autism specialists (Autism Inclusion Team)
- Early Help to provide integrated support for children, young people and families
- Virtual Schools including Staffordshire (specifically for Looked after Children)
- Social Services
- Camhs

H: Transition arrangements

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

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

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. Our academies endeavour to ensure these periods of change are carefully managed in a sensitive way to provide continuity of high-quality provision and reassurance to both pupils and families.

Academies ensure that a transition programme is put in place well in advance. For example, pupils and parents can visit the new school and get to know the relevant staff.

The annual review in Y5 for pupils with an Education Health and Care Plan begins the process where parents are supported to make decisions regarding secondary school choice.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

Accompanied visits to other providers may be arranged as appropriate.

For pupils transferring to local schools, SENDCos from both schools will discuss the needs of pupils with SEND in order to ensure a smooth transition.

The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school; these will be signed for.

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 children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND 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 children or the efficient use of resources. The school will consider whether any reasonable adjustments can be made to provide a placement.

Examination access arrangements

An examination access arrangement granted in Year 6 will not automatically carry over into Year 7. In KS3, access arrangements may be considered where a need is identified by teachers and/or parents and communicated to the SENCO, provided the relevant examination board criteria are met.

In KS4, pupils with SEND will be formally assessed to determine eligibility for access arrangements in external examinations.

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

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 accessing high needs top-up funding from the LA to provide additional specialist support.

I: Responding to Complaints

In the first instance, parent/carers complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy. If there continues to be disagreement with regard to SEND provision, the Trust Central Team will engage with a view to avoiding or resolving disagreements between the parents/carers and the school. This may include access to mediation before tribunal.

Parents/carers have a right to appeal to a SEND tribunal at any stage. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has potentially discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.

[EYFS only] Parents will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

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'.

J: Policy links

This policy should be read in conjunction with each Academies:

- SEND Information report and SEND Policy
- Equality Policy and objectives
- Accessibility Plan
- Complaints policy
- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Equal Opportunities including Race Equality Policy
- Teaching and Learning Policy
- Safeguarding Policy
- SEND Local Offer
- Supporting pupils with medical conditions policy
- Data Protection Policy
- Child-on-Child Abuse Policy
- Suspension and Exclusion Policy
- Behaviour Policy

Use of data and record keeping

All information about pupils 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 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 will not disclose 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 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.
- The school will adhere to the Pupil 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 SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

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

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.

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, 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.

Monitoring and review

This policy will be reviewed annually, or sooner where changes to legislation, national policy, statutory guidance, SEND reforms, safeguarding requirements or Trust procedures occur.

The review will consider:

- Academic outcomes.
- Attendance.
- Suspensions and exclusions.
- EHCP compliance.
- Parent feedback.
- Pupil voice.
- Complaints and tribunals.
- Inclusion outcomes and strategic SEND priorities.