

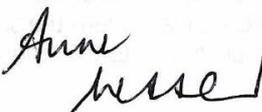


Special Educational Needs and Disability Policy

INSPIRING BELIEF
in God and one another



ST RICHARD'S
SCHOOL

DATE APPROVED BY THE LAT	May 2020
DATE APPROVED BY THE LAC	May 2020
REVIEW DATE	May 2021
Signed Headteacher	
Signed Chair of LAC	

Vision Statement

Our schools aspire to provide 'excellence and equity in a Christian context', where every child is valued as a unique individual treasured by a loving God. 'I have inscribed you on the palms of my hands.' Isaiah 49.v16.

Our aim is that every child will have the opportunity to flourish and develop into a rounded adult who can live life to the full. 'I have come that they may have life and may have it in all its fullness'. John 10.v10.

Our schools are places where all are welcome and where we practise kindness and hospitality on a daily basis.

Our vision and our values are clearly displayed and while it is not a requirement that a child and their family have to be practising Christians we do expect all parts of the community, children, staff, parents and carers to support the values that we hold dear.

In our school, we demonstrate how we support this vision through our values, which are Friendship, Endurance, Trust and Hope and summarised in the school's own vision statement: Inspiring belief in God and in one another.

The vision of St Richard's CE Primary School is for a thriving and outstanding school where children and adults, working with the local community, have the opportunity to become the best they can be.

Inspiring belief...

- in ourselves – through progression and fulfilment
 - in each other – through motivation and teamwork
 - in the children – through showing them their potential
 - in the parents – through building trust by results
 - in God to all – through our whole lives
-
- We believe in looking out for everyone
We put safety first and we do all we can to ensure that all needs are met.
 - We believe in working together
We act like a family who support and motivate one another.
 - We believe in aiming for the best
We do all we can to ensure the highest quality in every area – our children deserve nothing less.
 - We believe in looking to the future
We are positive and seek opportunities to grow and improve, overcoming obstacles to achieve our goals.

We live out our values and vision through our key policies e.g. The LAT Behaviour policy is supported through the values described in the rewards and sanctions section of the policy demonstrating the importance of dignity and forgiveness.

The school admissions policy decided by the Local Academy Committee shows our inclusivity and the importance we place on service to our local community.

The breadth of the curriculum and the creative projects which we enjoy are key to providing opportunities for children to experience life in 'all its fullness', so that alongside learning and wisdom they also experience joy and delight in learning.

Care for the individual and their needs is crucial and the school's policies regarding inclusion and SEND are constant reminders that each of us is known to God and our names are 'inscribed on the palms of His hands'.

LAT HR policies are common in all schools and are created to ensure that individuals are treated fairly and with dignity. All HR policies have been scrutinised by the various unions to ensure that they contain acceptable procedures.

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This is a model Special Educational Needs & Disability ('SEND') Policy. This policy complies with the current legislation as updated in January 2015. Further guidance on particular topics can be found within the Department for Education's ('DfE's') 'Special educational needs and disability code of practice: 0 to 25 years' ('SEND Code of Practice'), January 2015¹.

¹ Department for Education, 'Special educational needs and disability code of practice: 0 to 25 years', January 2015, <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>, <accessed on 30 May 2018>

Policy Principles

'All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.' – Article 6.1, Special educational needs and disability code of practice: 0 to 25 years, Department for Education, January 2015

In all LDBS Academies Trust and the LDBS Academies Trust 2 (herein collectively referred to as the 'LAT') schools, the education of children with SEND is the responsibility of every member of staff, so that all children receive such an appropriate education.

The SEND Code of Practice describes the principles that should be observed by all professionals working with children who have special educational needs or disabilities:

- Taking into account the views of children and their families;
- Enabling them to participate in decision-making;
- Collaborating with partners across services;
- Committing to early intervention, high-quality provision, inclusive practices and removing barriers to learning for those with SEND; and
- Helping the children prepare for adulthood.

The LAT schools will review, change, and improve the provision but always provide a curriculum which is broad, balanced and differentiated, and accessible to all children. Students with SEND are entitled to access the whole curriculum and provision will be organised according to individual needs, whether they be in the areas of communication and interaction, cognitive and learning, emotional and social development-related, sensory, and / or physical.

Schools should be aware that individual needs may be singular or multifarious, concentrated in one area or found across different ones, and should avoid adopting a 'blanket' approach for particular groups or needs.

In many cases, children with SEND will be able to study the full national curriculum. Schools should make all reasonable adjustments, and apply their best endeavours to support SEND children in their learning and development.

The LAT has adopted the model policy for SEN required for its schools as part of the funding agreement and will, therefore, act in accordance with the SEND Code of Practice. This does not affect parents / guardians' rights to appeal to the SEND Tribunal against decisions made by the Local Authority ('LA').

Objectives

All LAT schools will have due regard to the SEND Code of Practice and will identify all children with SEND and make all reasonable efforts to address such needs.

The school will:

- Make clear the up-to-date information on the SEND provision offered and the wider strategies for development available to parents / guardians, children, and service providers.

- Work closely with parents / guardians and children in regard to planning and implementing such provisions, having their voices heard.
- Ensure equality of access and of treatment for children with SEND, including inclusion into mainstream activities and making available resources of the school alongside children who do not have SEND.
- Use their best endeavours to make sure that a child with SEND gets the support for their individual needs, using appropriate assessments as part of mainstream school improvement and monitoring of child progress to continuously improve provision.
- Regularly review and evaluate the breadth and impact of the support SEND children can be offered or have access to.
- Designate a teaching staff member to be responsible for co-ordinating the special educational needs and disability provision at the school ('SENDCo').
- Make reasonable adjustments for SEND children and support them with any medical conditions and inform parents / guardians when appropriate SEND provision is made available.
- Prepare a SEND information report detailing the school's arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children, and the school's Accessibility Plan showing how they plan to improve access progressively over time.

The Graduated Process

The new SEND Code of Practice outlines a 'Graduated Approach to SEND provision': (1) Assess, (2) Plan, (3) Do, and (4) Review.

Identifying and Assessing

The SEND Code of Practice states that a child has special educational needs ('SEN') where their *"learning difficulty or disability calls for special educational provision"*², namely provision different from or additional to that normally available to children of the same age. The first step in supporting SEND is identifying children who may need additional help to progress.

An assessment of skills and attainment levels should take place upon entry, and transferring children should have any previous assessment(s), as well as their previous educational records, supplied to the school to form a baseline for expectations and goal-setting. Any screenings and assessments should be differentiated and proportionate to the likely level of SEND.

Identification may occur where parents / guardians or teachers may note a lower-than-expected progress in a particular area comparative to others children their age, or other

² Article xiii, Department for Education, 'Special educational needs and disability code of practice: 0 to 25 years', January 2015, <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>, <accessed on 30 May 2018>, pg 15.

adults with experience of the child – such as health visitors, etc. – might observe evidence of a possible SEND. Such observations may lead to a formal assessment.

Step 1 – Assess

Assessment is the first step in the Graduated Approach.

LAT schools will follow procedures set out in the SEND Code of Practice. There are four strands of direct intervention:

- Initial classroom observation and adjustment;
- Designing and implementing a SEND Plan;
- Conducting an education, health and care ('EHC') Needs Assessment; and
- Implementing an education, health and care plan ('EHCP').

Classroom interventions and SEND Plans correspond roughly to the School Action and School Action 2 levels; the EHC Assessment replaces Statutory Needs Assessment and the EHC Plan replaces the former Statement of Special Educational Needs and Learning Difficulty Assessments ('LDA'). The legal standard for an EHCP remains the same as that for a statement; those who have a statement or LDA will be transferred to an EHCP by 2018.

Initial classroom observation and adjustment

Following initial observation and examination of individual attainment or results, teaching should be adapted to address the child's particular needs. The National Curriculum Inclusion Statement states that teachers should set high expectations for every child, whatever their prior attainment; lessons should be planned to address potential areas of difficulty and to remove barriers to child achievement.

Such responsive teaching should be a part of the school's core school improvement and progress monitoring, and should not be delayed or discontinued in favour of an assessment, especially as it may provide valuable feedback. High-quality teaching provision may be able to address certain issues, but if progress still remains slower than expected and/or the attainment gap widens, the teacher and school's SENDCo will assess the child for SEN. This may follow a process of testing by the Educational Psychologist. Also, the child may be referred for additional learning support.

SEND can be broadly classified into four areas:

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

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. In practice, individual children often have multiple needs or needs that cut across all areas, and these may change over time; for instance, specific learning difficulties ('SpLD') such as dyslexia, dyscalculia and dyspraxia affect one or more specific aspects.

SpLD are described as organising or learning difficulties which affect language and working memory skills or even fine co-ordination skills. It is independent of overall ability and tends to be resistant to conventional classroom teaching. When untreated, there are significant limitations in the development of specific aspects of some or all speech, reading, spelling,

writing and sometimes, numeracy which may lead to secondary behavioural problems – but other areas of ability are unaffected.

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties may require specialist support and / or equipment to access their learning, or rehabilitation support.

In deciding whether to make special educational provision, the teacher and SENDCo should consider all of the information about the child's progress alongside national data and expectations of progress. This should include high-quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Where a child is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised.

Challenges of Assessment

Schools should be aware that:

- Assessment may need to include areas other than attainment—for instance, where a child needs to work on wider development or social needs.
- 'Behaviour' has been removed as a SEND category; instead, persistent behavioural issues should provoke an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication, or mental health issues. If housing, family or other domestic circumstances may be contributing, a multi-agency approach may be appropriate. Professionals should also be alert to other events that can lead to learning or wider mental health difficulties, such as bullying or bereavement.
- Particular attention should be paid to certain special circumstances, such as children having English as an Additional Language ('EAL'), or families in the Services with consequent mobility and other stresses.
- Schools should have clear processes for managing the effect of any disruptive behaviour so it does not adversely affect other children. The DfE publishes guidance on managing children's mental health and behaviour difficulties in schools.

Stage 2 – Plan

Mainstream inclusion and the curriculum

All children should have access to a broad and balanced curriculum. Schools are required to make all 'reasonable adjustments' to meet child needs. However, where necessary, a child with SEN may be dis-applied from sections of the curriculum where access is impossible either for physical or learning reasons. This will happen where, for instance, children need accelerated acquisition of literacy skills, resulting in these children being taken out of the non-core subjects for a specified period of time.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for children with SEND.

When SEND is first identified, families need to know that the great majority of children with SEND or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. High aspirations should be developed through the curriculum and extra-curricular provision. Schools are expected to design study programmes which enable children to progress to a higher level of study than their prior attainment.

SEND Plan

Where a child continues to make less than expected progress, despite evidence-based support and interventions matched to the child's areas of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies. This provision could include, for example, speech and language therapists, specialist teachers for the hearing- or vision-impaired, occupational therapists or physiotherapists. Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions.

Special educational support might include, for example:

- Assistive technology;
- Personal care (or access to it);
- Specialist tuition;
- Note-takers;
- Interpreters;
- One-to-one and small group learning support;
- Habilitation;
- Accessible information such as symbol-based materials; and
- Access to therapies (for example, speech and language therapy).

Support should be evidence-based. This means that schools should be aware of effective practice in the sector and elsewhere, and adapt it to the individual. They should keep the needs of children with SEND under regular review.

Where, despite the school having taken relevant and purposeful action, the child has not made expected progress, the school or parents / guardians should consider requesting an EHC Needs Assessment. The LA will expect to see evidence of the school's SEND support package. EHC assessment may also come into play where the child presents such significant needs that the school considers it impossible or inappropriate to carry out its full chosen assessment without immediate specialist assessment beyond its ability to provide.

Other cases in which an EHCP may be considered are if a child who was initially well supported through the local offer moves to another institution where the same range or level of support is not available, or acquires SEN through illness or accident, or has an existing condition that requires increasing support as they get older.

Education, Health & Care Plan Process

Schools will be involved in the information-gathering, planning, and delivery of EHCPs, along with appropriate professionals and statutory authorities. They will then be subject to the regular reviews of the EHCP and its delivery.

Needs Assessment

An assessment happens in response to a request, or when the information suggesting an EHCP is required, is received from:

- The child's parents / guardian,
- A person acting on behalf of a school (this should ideally be with the knowledge and agreement of the parents / guardian of the child or the child themselves where possible); or
- Foster carers, health and social care professionals, Early Years practitioners, school staff or a family friend. This should be done with the knowledge and, where possible, the agreement of the child and the child's parents / guardians.

Evidence

During the course of an EHC needs assessment, the LA will gather advice from relevant professionals about the child's EHC needs, desired outcomes, and provision that may be required. This will consist of:

- Advice and information from the child's parents / guardians or the child, as to his or her views, wishes and feelings.
- Information about the nature, extent and context of the child's SEN, consisting of evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from medical, psychological, and social care professionals as needed, as well as what has been done to meet these by other agencies.
- Educational advice and information from the manager, headteacher, or principal of the setting attended by the child, including evidence of their academic attainment (or developmental milestones in younger children), rate of progress, and the action already being taken by institution to meet the child's SEN. They will also seek evidence that where progress has been made, it has only been as the result of additional intervention and support beyond that which is usually provided.
- Any other advice and information which the LA considers appropriate for a satisfactory assessment, such as:
 - Early help assessments; and / or
 - In the case of children of members of the Armed Forces, notes from the Children's Education Advisory Service.

The evidence and advice submitted should be clear, accessible and specific. They should provide advice about outcomes relevant for the child's age and phase of education and strategies for their achievement.

Professionals should limit their advice to areas in which they have expertise. They may comment on the amount of provision they consider is required.

Links with Health Services / Social Services / Educational Welfare

Every effort is made to liaise fully with all relevant services to ensure that help and assistance is maximised for the benefit of children with SEN.

The school will have regular meetings with external agencies. It will meet with Social Services when appropriate and has regular visits from the school nurse. This may include access to speech therapy, occupational therapy and physiotherapy specialists.

Relevant local clinicians, such as community paediatricians, will participate in the development of the child's EHCP, advising on the child's needs and the provision appropriate to meet them. Clinical Commissioning Groups must ensure that commissioned services are mobilised to participate in the development of EHCPs.

Health or social care provision which educates or trains a child must be treated as special educational provision and included in Section F of the EHCP.

Education, Health & Care Plans

The purpose of an EHCP is to make special educational provision meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

Plans use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents / guardians and child;
- Provide a full description of their SEN; any health and social care needs;
- Establish outcomes across education, health and social care based on the child's needs and aspirations; and
- Specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.

EHCPs should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child in achieving their ambitions.

An EHC Needs Assessment will not always lead to an EHCP. The information gathered during an EHC Needs Assessment may indicate ways in which the school can meet the child's SEN without an EHCP, working collaboratively with children and their parents / guardians.

Content of Education, Health & Care Plans

As a statutory minimum³, EHCPs must include the following sections, which must be separately labelled from each other using the letters below.

Of the sections listed below, sections E, F, and I will have particular importance for schools. The school will have been involved in the development or review of the EHCP to determine what can be provided from within the school's own resources and what will require additional external expertise or further funding from the LA. Some of the provision specified may be procured using a Personal Budget; the agreement of the school for this arrangement must be sought through a formal written notice.

Section A: The views, interests and aspirations of the child and his or her parents / guardians.

Section B: The child's SEND.

Section C: The child's health needs which are related to their SEND.

³ Section 37 of the Children and Families Act 2014 and Regulation 12 of the Special Educational Needs and Disability Regulations 2014

Section D: The child's social care needs which are related to their SEND.

Section E: The outcomes sought for the child. The EHCP should also identify the arrangements for the setting of shorter-term targets by the Early Years provider / school.

Section F: The special educational provision required by the child (to meet their needs and help them achieve their desired outcomes).

Section G: Any health provision reasonably required by the learning difficulties or disabilities which result in the child having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.

Section H1: Any social care provision which must be made for a child under 18 resulting from Section 2 of the Chronically Sick and Disabled Persons Act 1970.

Section H2: Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child having SEND. This will include any adult social care provision being provided to meet a child's eligible needs (through a statutory care and support plan) under the Care Act 2014.

Section I: The name and type of the school to be attended by the child and the type of that institution (or, where the name of a school or other institution is not specified in the EHCP, the type of school or other institution to be attended by the child).

Section J: Where there is a Personal Budget, the details of how the Personal Budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment must be specified.

Section K: The advice and information gathered during the EHC Needs Assessment must be attached (in appendices). There should be a list of this advice and information.

Step 3 – Do

Outcomes and Success Criteria

Consideration of special educational provision should start with the desired outcomes, including the expected progress and attainment, and the views of the child and their parents / guardians. This should then help determine the support needed and whether it can be provided by adapting the school's core offer or whether something different / additional is required.

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal, and not a description of the service being provided; it should be something that those involved have control and influence over, and while it need not be formal or accredited, it should be specific, measurable, achievable, realistic and time-bound ('SMART'). When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual. Long-term aspirations are not outcomes in themselves—aspirations will be specified in Section A of the EHCP.

However the support is provided, a clear date for reviewing progress should be agreed and the parents / guardians, child and teaching staff should each be clear about how they will

help the child reach the expected outcomes. Success criteria is agreed and shared with teaching and non-teaching staff. This will include appropriate entitlement to the curriculum and satisfactory progress in children's learning.

Outcomes underpin and inform the detail of EHCPs. Outcomes will usually set out what needs to be achieved by the end of a phase or stage of education in order to enable the child to progress successfully to the next phase or stage. The EHCPs should also specify the arrangements for setting shorter-term targets, appended separately to the EHCP, at the level of the school or other institution, or by professionals working to build the plan, so that regular progress monitoring is always considered in the light of the longer-term outcomes.

Evaluation is continuous via scheduled meetings of all those with specific responsibilities for SEND, though annual formal reviews are required. Assessments for reading accuracy, reading comprehension and spelling take place. EHCPs can also include wider outcomes such as positive social relationships and emotional resilience and stability.

Timescales

- The entire EHCP process, from the point at which an assessment is requested until the final plan is issued, should take no more than 20 weeks.
- Those supplying EHC needs assessment information must respond within a maximum of 6 weeks.
- The draft EHCP (including the appendices containing the advice and information gathered in assessment) must go to the child's parents / guardians, and they must be given at least 15 days to give views and make representations on the content.
- When changes are suggested to the draft EHCP by the parents and agreed by the LA, the draft plan should be amended and issued as the final EHCP as soon as possible.

The final EHCP can differ from the draft EHCP only as a result of any representations made by the parents / guardians and / or the child (including a request for a Personal Budget) and decisions made about the institution (or type thereof) named in the EHCP.

The final EHCP must also be issued to the local academy committee, proprietor or principal of any school or other institution named in the EHCP, and to the relevant Clinical Commissioning Group. Where a nursery or school is named, they must admit the child unless:

- It would be unsuitable for the child's age, ability, aptitude or SEND; or
 - The attendance of the child there would be incompatible with the efficient education of others or the efficient use of resources.
- LAs must give their decision within a maximum of 6 weeks.
 - If the LA decides not to issue an EHCP, it must inform the family within 16 weeks.

Funding for Special Educational Needs & Disabilities

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of children with SEND. The SENDCo,

headteacher and the local academy committee or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEND in the context of the total resources available, including any resources targeted at particular groups, such as the child premium or 'implementation grants' from LAs.

LAs must provide information on Personal Budgets as part of the Local Offer, including a policy that sets out a description of the services across education, health and social care that currently lend themselves to the use of Personal Budgets, how that funding will be made available, and clear and simple statements of eligibility criteria and the decision-making processes. The child's parents / guardians have a right to request a Personal Budget, when getting an EHCP or during a statutory review .There are four ways in which the parents / guardians can be involved in securing provision:

- **Direct payments** – where individuals receive the cash to contract, purchase and manage services themselves;
- **An arrangement** – whereby the LA, school or college holds the funds and commissions the support specified in the plan (these are sometimes called notional budgets);
- **Third party arrangements** – where funds (direct payments) are paid to and managed by an individual or organisation on behalf of the child's parents / guardians; or
- A **combination** of the above.

The child's parents / guardians should be given an indication of the level of funding that is likely to be required for the EHCP. An indicative figure can be identified through a resource allocation or banded funding system. The final allocation of funding budget must be sufficient to secure the agreed provision specified in the EHCP and must be set out as part of that provision.

The Personal Budget can include funding from education, health and social care. However, the scope of that budget will vary depending on the needs of the individual, the eligibility criteria for the different components and the mechanism for delivery. It will reflect local circumstances, commissioning arrangements and school preference.

Step 4 – Review

The effectiveness of the support and its impact on the child's progress should be reviewed regularly, taking into account the child's progress and any changes to their own ambitions and aspirations. The school, child, and relevant personnel should plan any changes; they should revisit this cycle of action, refining and revising their decisions about support as they gain a richer understanding of the particular SEN, and what is most effective, whether or not a child has an EHCP.

Schools and colleges should know precisely where children with SEN are in their learning and development. They should:

- Ensure decisions are informed by the insights of parents / guardians and those of children themselves;
- Have high ambitions and set stretching targets for them;
- Track their progress;
- Keep under review the additional or different provision made for them;
- Promote positive outcomes in personal and social development; and
- Ensure that the approaches used are based on the best possible evidence and are having the required impact.

The first review must be held within 12 months, and the child's parents / guardians must be notified within 4 weeks of any decision following the review meeting.

The LA can ask the school to convene and hold the annual review meeting on its behalf. Reviews must focus on the child's progress towards achieving the outcomes specified in the EHCP and must also consider whether these outcomes and supporting targets remain appropriate. Reviews should normally be held at the educational institution attended by the child, having the best knowledge of them and the clearest information about progress and next steps.

The child's parents / guardians, a representative of the school or other institution attended, a LA SEND officer, a health service representative and a LA social care representative must be invited and given at least 2 weeks' notice of the date of the meeting, as well as sent any advice / information gathered about the child by the same date. Other individuals relevant to the review should also be invited.

The school must prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting. The report must set out recommendations on any amendments required to the EHCP, and should refer to any difference between the school or other recommendations and those of others attending the meeting.

A parallel process of Assess, Plan, Do, Review should be undertaken with those in Early Years who present as having SEN, with particular reference to the EYFS framework, Early Years Outcomes and Early Support resources. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child.

Transitions and Leavers

Transitions of importance

An EHCP must be reviewed / amended in sufficient time prior to a child moving between key phases of education to allow for planning and, where necessary, commissioning of support and provision at the new institution. This must be completed by 15 February in the calendar year of the transfer, at the latest, for transfers into or between schools. The key transfers are:

- Early Years provider to school;
- Infant school to junior school; and
- Primary school to secondary school.

Where a child moves to another LA or Clinical Commissioning Group, the 'old' authority must transfer the EHCP or any disability provision plans to the 'new' authority on the day of the move, unless they have not been provided with 15 working days' notice. Transitions can offer the possibility to review the EHC depending on the budget, available provision, etc., but must do so within 1 year.

Planning must be centred on the individual and explore the child's abilities and future aspirations. Support, provision and outcomes should be agreed in order to make a smooth transition.

Data & Records (Confidentiality)

Data and records

It is for schools to determine their own approach to record keeping in line with the requirements of the Data Protection Act 1998. Schools are required to maintain efficient, accurate, and current records of matters relating to assessment and provision. As part of any inspection, Ofsted will expect to see evidence of child progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided (see inspection guidelines).

Specialist involvement and any resulting agreements should be recorded and shared with the parents / guardians and teaching staff in the same way as other support.

Every effort is made to liaise fully with all schools or academies in the transfer of children to ensure full information so that the most effective learning programmes can be established for children with SEN. Schools should agree with parents / guardians and children the information to be shared as part of this planning process.

Confidentiality

Plans will only be shared with teaching staff, school governing bodies, and other relevant educational professionals. Disclosure in the interests of the child also includes disclosure to any agencies other than the LA which may be referred to in the plan as making educational, health or social care provision, and also as is necessary for the child's wellbeing (e.g., between schools at transition points, in case of emergency, etc.).

A child's EHCP must be kept securely, and it must not be disclosed without the consent of the child's parents / guardians, except in the interests of the child or for specified purposes such as legal, research, Ofsted, Disabled Students' Allowance applications, or Safeguarding.

Special Educational Needs Information Report

Schools are required to submit more detailed information on their provision; the school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a LA-wide level in the Local Offer.

Schools must also prepare and publish on their website a SEN information report about the implementation of the SEND Policy, explaining their arrangements for the admission and support of disabled children and those with SEN.

This should include overall provision offered and more practical arrangements such as those for resolving disagreements and for mediation, arrangements for travel to and from schools, etc., but should include:

- Policies for identifying children with SEN and assessing their needs, including the name and contact details of the SENDCo;
- Arrangements for consulting children with SEN and involving parents / guardians in their child's education;
- Arrangements for assessing and reviewing children's progress towards outcomes. This should include the opportunities available to work with parents / guardians as part of this assessment and review;
- Arrangements for supporting children in school transitions;

- The approach to teaching, and adapting the curriculum and environment, for children with SEN;
- The expertise and training of staff to support SEN, including how specialist expertise will be secured;
- Evaluating the effectiveness of the provision;
- How children with SEN are enabled to engage in activities available with children in the school who do not have SEN;.
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children with SEN and measures to prevent bullying;
- How the school involves other bodies, including health and social care, LA support services and voluntary sector organisations, in meeting children’s SEN and supporting their families;
- Arrangements for the admission of disabled children, the steps taken to prevent them from being treated less favourably, the facilities provided to assist access and the schools’ accessibility plans; and / or
- Arrangements for handling complaints from parents / guardians of children with SEN about the provision made at the school.

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

Schools should ensure that the information is easily accessible, set out in clear, straightforward language, and should include information on the school’s SEN policy and named contacts within the school for situations where parents / guardians have concerns. It should also give details of the school’s contribution to the Local Offer and must include information on where the LA’s Local Offer is published.

Schools should also make data on the levels and types of need within the school available to the LA. This data will be required to inform local strategic planning of SEN support, and to enable the LA to identify children who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

Communications and Information

Local Offer

Both schools and the LAs are responsible for developing and publishing a Local Offer. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving those with SEND and their parents / guardians, and service providers in its development and review.

The Local Offer must include, amongst other information, the following:

- EHC provision for children with SEND – this should include online and blended learning;
- Details of how parents / guardians can request an assessment for an EHCP, as well as arrangements for identifying and assessing children’s SEN including EHC needs assessments;
- Local sources of information relating to SEND;
- Support for transitions;

- Other educational provision (e.g. sports or arts provision, paired reading schemes);
- Arrangements for resolving disagreements and making complaints; and
- Health and social care arrangements available.

More detailed guidance on all these topics may be found in the SEND Code of Practice; in addition, the list of questions for individual schools at the end of this document may be useful in shaping a Local Offer.

The Local Offer should be kept under review, and any feedback / comments from SEND users published and regarded in the revision of it, specifying, in the new offer, how the revision is intended to secure improvement.

Protocols and Training Needs

LAs, with their partners, should develop and publish local protocols for assessment which should set out how the needs of disabled children will be addressed, and clarify how statutory social care assessments will be informed by and inform other specialist assessments including EHC Needs Assessments leading to an EHCP.

Practitioners in all services involved in assessment and planning need to be skilled in working with children and their parents / guardians to help them make informed decisions. All practitioners should have access to training so they can do this effectively.

Partnership with Parents / Guardians

Schools should encourage the involvement of parents / guardians and recognise the vital role that parents / guardians play in supporting children's education. Should parents / guardians wish to discuss any aspect of their child's education then they should, in the first instance, talk to their child's class teacher. They may also contact with the SENDCo to discuss any issues that may arise. Parents / guardians will be asked to contribute to SEND planning and encouraged to attend reviews.

Parents should be consulted in regard to the strengths, weaknesses, and perceived needs of their child, the SEN assessment, and any interventions, and will be informed of recommendations, reviews, and changes in provision. The child's parents / guardians should always be involved in any decision to involve specialists.

Ideally, parents / guardians will be involved in reinforcing interventions with home assistance, using school or specialist advice. They should be notified and supplied with copies of any records kept of the child's process, notified of their rights in regard to confidentiality, directed to LA and support service (such as Parent Carer Forum) information, and informed of the routes for disagreements resolution. Schools must provide parents / guardians with (at minimum) an annual report on their child's progress, and should meet with parents / guardians at least three times per year to discuss progress and outcomes, including the child's own views in the process.

Involving children and parents / guardians in decision-making

Schools should focus on the 'person-centred approach' to SEND-related assessment and planning, to:

- Focus on the child as an individual and tailor support to them;
- Enable children and their parents / guardians to express their views and to be part of the decision-making process;

- Keep processes and recommendations easy for children and their parents / guardians to understand, using clear ordinary language;
- Highlight the child's strengths and capabilities;
- Enable the child, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future;
- Organise assessments to minimise demands on families;
- Bring together relevant professionals to discuss and agree together the overall approach; and
- Deliver an outcomes-focused and co-ordinated plan.

Staff

Informing staff

A record of the outcomes, action and support agreed through the SEND or EHCP discussion should be kept and shared with all the appropriate school staff, particularly teachers of relevant subjects. The school's management information system should be used and updated as appropriate.

Training

Staff development and training in relation to SEND should be regarded as part of school improvement and / or performance management; schools should provide training to teachers enable them to support children with SEND. Assessment and strategies for review of provision will also inform professional development for teaching.

Training may be undertaken in the three levels of development:

- **Basic Awareness** – for those in contact with children with particular SENS;
- **Enhanced** – for those working regularly with children with particular SENS – e.g. adapt teaching and learning; and
- **Specialist** – in-depth training for staff in the school advising and supporting on specific needs.

SEND training and development may include SEN qualifications, teacher training day, a National Award earned / being earned by the SENDCo as per legislation, and other approaches as appropriate.

SENDCO

A qualified teacher working at the school will be designated as SENDCo for the school.

A newly appointed SENDCo, where they have not previously been a SENDCo for a total of more than 12 months, must achieve a National Award in Special Educational Needs Co-ordination within 3 years of appointment. A National Award must be a postgraduate course accredited by a recognised higher education provider.

The SENDCo will assist in determining the strategic development of SEND policy/provision in the school, most effectively as part of the school leadership team. The SENDCo provides professional guidance to colleagues and will work closely with staff, parents / guardians and other agencies. The SENDCo should be aware of the provision in the Local Offer and be able to work with professionals providing a support role.

Key responsibilities may include:

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's budget and other resources to meet children's needs effectively;
- Liaising with parents / guardians of children with SEND;
- Liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the LA and its support services;
- Liaising with potential next educational providers to ensure smooth transitions;
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act 2010;
- Ensuring that the school keeps the records of all children with SEND up to date; and
- When possible, the SENDCo attends the area SENDCo cluster meetings.

The school should ensure that the SENDCo has sufficient time away from teaching and resources such as administrative support, to carry out these functions.

It may be appropriate for a number of smaller primary schools to share a SENDCo employed to work across the individual schools, where it secures sufficient time / support to enable the SENDCo to fulfil the role effectively for the total registered child population across all of the schools. In such cases, the SENDCo should not normally have a significant class teaching commitment. Schools should review the effectiveness of such a shared SENDCo role regularly and should not persist with it where there is evidence of a negative impact.

Duties of the Local Academy Committee

Overseeing provision

SEND provision is an integral part of the school's service and its improvement planning. The Local Academy Committee has important statutory duties towards children with special educational needs. The Local Academy Committee Governors, with the Headteacher, decide the school's general policy and approach to meeting children's SENDs, setting up appropriate staffing and funding arrangements and overseeing the school's work.

The Local Academy Committees should also specify a member or a sub-committee with specific oversight of SEND implementation. The SEND Link Governor must attend training to support them in their role. In relation to SEND, the Governors must make sure that:

- They are fully involved in developing and monitoring the school's SEN policy.
- All governors including the SEND Governor are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.

Making information available

The Directors and Local Academy Committees must publish SEND policy on the website and update annually or as needed, particularly in regard to how the school will implement the SEND policy and comply with the Equality Act 2010, disability, and capability, especially in regard to accessibility and admissions.

The information required is set out in the SEND Regulations 2015 and must include information about:

- Kinds of SEND provided for;
- Policies for identifying children with SEND and assessing their needs, including the name and contact details of the SENDCO;
- Arrangements for consulting parents / guardians of children with SEND and involving them;
- Arrangements for assessing and reviewing child's progress towards outcomes;
- Arrangements for supporting children moving between phases of education and preparing for adulthood;
- The approach to teaching children with SEND;
- How adaptations are made to the curriculum and the learning environment of children with SEND; and
- The expertise and training of staff to support them, including how specialist expertise will be secured.

Schools should ensure that the information is easily accessible by parents / guardians and is set out in clear, straightforward language. It should include information on the school's SEND policy and named contacts within the school for concerns & details of the school's contribution to the Local Offer.

Complaints

The Local Academy Committees should make efforts to ensure that anyone who wishes to make a complaint, including a complaint in relation to a child with SEND, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights.

Contacts

Named contacts for all aspects of SEND assessment and provision should be published and easily accessible to parents / guardians. (See below for sample list.)

Complaints and Appeals

Complaints in the first instance will be directed to the SENDCO, who will then be advised by the headteacher. Schools complaints procedures are available for use in relation to children who have SEND, but do not have EHCPs.

The proprietors of academies, free schools and independent schools must, under the Education (Independent School Standards) Regulations 2010, ensure that a complaints procedure is drawn up which is in writing and is made available to parents / guardians.

The procedure must allow for a complaint to be considered informally in the first instance and then, if the parents remains dissatisfied, there should be a formal procedure for the complaint to be made in writing. If the parents is still dissatisfied, the complaint can then be heard in front of a panel of at least three people, one of whom must be independent of the management and running of the school.

Should the parents still not be satisfied they can complain, in the case of academies and free schools, to the Education and Skills Funding Agency ('ESFA') acting on behalf of the Secretary of State; both the ESFA and the Secretary of State will look at whether the school handled the complaint properly, rather than the substance of the complaint.

This does not include complaints relating to EHCPs, which children and their families should take up with the LA that issued the plan. If parents / guardians wish to appeal against an LA

decision regarding statutory assessment and Plans, they should communicate directly to the LA. The school can also appeal if a referral is refused.

Online and E-Safety

Online and E-Safety is an important consideration for all children within the school. However, it is particularly important to ensure that children with special needs, who may not be as astute at making critical and considered decisions, and are therefore at higher risk when operating within an online environment, are appropriately protected.

The school will ensure through the use of comprehensive monitoring and filtering systems, coupled with appropriate acceptable use policies and training, that all children are safe online. (Please refer to the LAT's Online & E-Safety Policy and Safeguarding & Child Protection Policy).

Annex 1 – SEND Checklist

Filling in the Blanks:

Your school should look over this general policy and consider adapting the following questions to its particular circumstances and commitments (boxes will expand for your answers).

- 1) Named contacts list — please fill this in or create something similar, and publish to your website.

Role	Name	Contact details	Likely times to contact
Teachers		name@schoolmail.co.uk if relevant; or note that 'you can look up on website by year, subject, or other'	
SENDCo			
Deputy Headteacher			
Headteacher			
SEND link Governor			
Area SENDCo			
Local Authority			
Clinical Commissioning Groups / Health Board contact			
Autism Advisory Team			
Central SEND services			
Educational Psychology Services			
Educational Welfare Team			
Family Support Service (or, Social Care Coordinator)			
Hearing Impairment Team			

Primary Behaviour Support Team			
Occupational Therapy Service			
Speech, Language & Communication Service			
Parent Partnership Service			
Mediation or Tribunal representative			

- 2) Context: Relevant information on type of school, school's ethos, and any key aims not addressed above.

Our school...

- 3) Ways in which your school in particular will be implementing the policy: review structures, local specialist links, etc.

We will...

- 4) How your school will be consulting both children and young people with SEND and their parents in the planning and carrying out of actions in this policy; how you will communicate clearly and simply with them.

We will...

- 5) Kinds of SEND provision available in the school (i.e. in contrast to 'what the school normally provides').

Our school offers...

- 6) Any policies for provision: e.g. how records are kept and shared, funding processes, evaluation of effectiveness, forms of additional support such as IEPs, the emotional/ mental/ social support and development the school offers, transition support between schools/stages.

Our school...

- 7) Staff training and development in relation to SEND (SEN qualifications, INSET, National Award earned/being earned by the SENDCO as per legislation, etc.)

Our staff...

- 8) Equality Act 2010 compliance: how your school addresses issues such as admissions of pupils with SEND, attainment, engagement and participation in the life of the school, bullying and harassment, discipline, and accessibility. Your school should publish details of what equipment and facilities for SEND are in place (disabled toilets, auxiliary aids, etc.). LDBS provides advice and a checklist at <http://schools.london.anglican.org/13/policy-downloads>; if you have a separate Admissions or Bullying Policy, for instance, please check it against this resource.

Our school...

- 9) The school's own complaint procedure, which will normally be the first port of call in the case of a disagreement.

Our complaints procedure...

- 10) Where to find the LA's Local Offer.

The Local Offer is available...

Annex 2 – Education Health and Care Plan- Initial form

Child's Name	
Class	
Date of Birth	
Address	
SEN, Disability, or Medical Diagnosis or Condition	
Date	
Review Date	

Name of Parent / Guardian 1	
Contact Numbers	Work: Home: Mobile:
Relationship to Child	
Name of Parent / Guardian 2	
Contact Numbers	Work: Home: Mobile:
Relationship to Child	

GP Name	
Contact Number	
Clinic/Hospital Name	
Contact Number	

Describe special educational needs, and any health needs which are related to their SEN

Please give details of child's symptoms, triggers, treatments, facilities, equipment or devices, environmental issues, etc. If one of these treatments is medication, then please give its name, dose, method of administration, when to be taken, side effects, contra-indications, administered by/self-administered with/without supervision

Any daily care requirements

--

Specific support for the pupil's educational, social and emotional needs

--

Arrangements for school visits / trips, etc.

--

Other information

--

Describe what constitutes an emergency and the action to take if this occurs

--

Who is responsible in an emergency (state if differs for off-site activities)

--

Staff training needed/undertaken – who, what, where, when

--

Plan developed with

Signed

--	--

Form copied to

--

Annex 3 – The EHCP should consider:

Section A: The views, interests and aspirations of the child and his / her parents / guardians.

Section B: The child's SEND.

Section C: The child's health needs which are related to their SEND.

Section D: The child's social care needs which are related to their SEND.

Section E: The outcomes sought for the child. The EHCP should also identify the arrangements for the setting of shorter-term targets by the Early Years provider or school.

Section F: The special educational provision required by the child (to meet their needs and help them achieve their desired outcomes).

Section G: Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND. Where an Individual Health Care Plan is made for them, that plan should be included.

Section H1: Any social care provision which **must** be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.

Section H2: Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEND. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.

Section I: The name and type of the school to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHCP, the type of school or other institution to be attended by the child).

Section J: Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The SENDs and outcomes that are to be met by any direct payment **must** be specified.

Section K: The advice and information gathered during the EHC needs assessment **must** be attached (in appendices). There should be a list of this advice and information.