



# Hedgewood School

## Special Educational Needs and Disabilities (SEND) Policy

Date policy last reviewed: September  
2023

Signed by:

\_\_\_\_\_ Co-Headteacher      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors      Date: \_\_\_\_\_

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## **SEN & Disability Policy/SEND Information Report**

Hedgewood is a Special Primary School maintained by the London Borough of Hillingdon. Our pupils, aged 4-11yrs, most with a diagnosis of Autism Spectrum Condition (ASC) and learning difficulties. All pupils have an Educational Health and Care Plan. Many pupils also are further challenged by other issues such as speech, language/communication, ADHD, fine/gross motor skills, SpLD, physical disabilities and visual/auditory impairment.

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51– Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies:

- Behaviour & Wellbeing Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

### **Definition of SEN**

A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p 15).

### **Definition of disability**

Many children and young people who have SEN may also 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 provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEN Code of Practice (2015, p16)

## Objectives of this Policy

This policy describes:

- The provision made by the school to meet the needs of pupils with Special Educational Needs;
- The means whereby these needs are identified monitored and met.

The policy also identifies:

- Other school policies and documents that detail relevant aspects of the school, its provision, organisation and development;
- The procedure for considering complaints about the school's SEN provision;
- The criteria for its evaluation.

Through the implementation of this policy, the school will:

- Fulfil its statutory duties towards pupils in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual pupils.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
  - Accessibility plans set out how they plan to increase access to the curriculum and the physical environment for pupils.
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them from being treated less favourably than others.
  - A SEN information report about the implementation of the school's policy for pupils with SEND.

Hedgewood undertakes a process of continuous review and improvement, and ensures that this is channelled into the achievement of its objectives by:

- The creation of School Self Evaluation Form (SEF), which identifies how the school is doing as part of its robust analysis program;
- Producing an annual School Improvement Plan (SIP), with clear targets and clearly defined responsibilities. The details and actions behind the targets identified in the SIP are evident;
- Maintaining a range of policies with periodic review dates, ensuring that the school can respond effectively to changes in the needs of its pupils and staff.

## Roles & Responsibilities

**The Governing Body** of Hedgewood School is committed to the principle of ensuring that the school may continue to provide an excellent level of service to its community and shows an interest in all aspects of its work.

The governors, in co-operation with the co-headteachers, and SLT, determine the school's general policy and approach to the provision for pupils with an EHCP, establish the appropriate staff and funding arrangements and maintain a monitoring oversight of the school's work.

The Governors ensure that pupils are provided with appropriate resources and high quality learning opportunities by ensuring accountability of school leaders

Core values identified by the Governors:

- To ensure the welfare- pastoral, social, behavioural, physical and educational needs of the pupils are met
- To provide continuing professional development of all staff to meet the pupils' needs
- To ensure that appropriate resources enable the school to serve the needs of its pupils, parents, staff and community effectively and provide good value for money.

**The Co-headteachers** are responsible for ensuring the school offers a broad and balanced curriculum, with high-quality teaching and a positive and enriching educational experience of for all pupils. Pearl Greenwald serves as the SENCo and Co-headteacher at Hedgewood.

In enacting this policy, the SENCo & Co-headteachers will:

- Ensure the school holds ambitious expectations for all pupils.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils.
- Collaborating with the governing body to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provisions made to support individual pupils.
- Liaising with the relevant designated teacher for LAC.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- 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 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.

**Teachers** will be responsible for:

- Planning and reviewing support in collaboration with parents, the SLT and where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils.
- Understanding and implementing strategies to identify and support vulnerable pupils.
- 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 co-headteachers.

**Teaching Assistants** are highly valued and are deployed with the following priorities:

- Support pupils in respect of their learning as directed by the class teacher, using agreed protocols appropriate to each curriculum pathway at Hedgewood
- Establish good relationships with pupils, acting as a role model and being aware of and responding to individual needs in particular autism.
- Supervise and support pupils at all times to ensure their safety and access to learning
- Support individual pupil programs, OT, speech therapy, physio etc.
- Encourage pupils to interact with others where appropriate and engage in activities led by the teacher.
- Support challenges in behavior through Hedgewood's Low Arousal Approach and ABC, reporting and recording difficulties in line with these approaches.
- Attend to pupil's personal and social needs including health, physical, hygiene and personal care, first aid (as directed) and welfare and wellbeing.
- Encourage pupils to increase independence as appropriate to their learning profile and pathway aims.
- Support pupils' communication development and preferred method of communication (talking, signing, visuals) and support the development of pupils understanding.
- Support pupils in using and developing awareness of e-learning, including monitoring e-safety.
- Assist with the supervision of pupils out of lesson times, including lunchtimes and before and after school as required.
- Be aware of and support differences, ensuring all pupils have equal access to opportunities to learn, and promoting the inclusion of all pupils.
- Be aware of pupil progress and achievements and give timely feedback to the class teacher.
- Undertake pupil record keeping as requested, including Seesaw as supervised by the teacher.
- Report information from/to parents as directed.
- Prepare the classroom for learning, maintaining an uncluttered environment.

## **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 co-headteachers 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, staff will have due regard for the procedures outlined in the school's Behaviour and Safety Policy.

All staff, particularly are 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 governing board and co-headteachers will ensure that pupils are taught about how to keep themselves and others safe including online. The school will ensure that the teaching of safeguarding is tailored to the specific needs and vulnerabilities of our pupils.

Any reports of abuse involving pupils will involve close liaison between the DSL and the co-headteachers.

### **Hedgewood SEN Provision**

The development and review of the school's SEND Policy contributes to a clear and shared vision of our purpose in learning which enables the school to effectively meet the needs of all pupils.

Hedgewood School is a stimulating and safe learning community in which we all work together to nurture and maximise the potential of every individual and celebrate their achievements. Firm foundations and strong partnerships provide the platform for dynamic, challenging, and personalised learning pathways, preparing our pupils for their life journey.

We welcome and develop partnerships with parents, carers and a range of professionals with whom we can share advice and develop best practices, so that we may:

- prepare pupils for their future lives
- enable pupils to be happy, successful and keen to learn
- provide our pupils with a variety of quality educational experiences in all aspects of life
- enable pupils to develop effective communication skills, to express thoughts, feelings and choices
- provide a safe and happy environment in which pupils can work towards achieving their best
- enable pupils to build confidence, develop self-esteem, self-reliance and make informed choices

Hedgewood School provides this within a caring, considerate and effective school community.

## **Inclusion**

All pupils are included in school life as fully as possible and this is recorded annually at their Education Health Care Plan Reviews. Our extensive range of opportunities inside and outside of the school environment includes:

- Regular offsite curriculum based activities such as swimming.
- Frequent community-based learning, support and development opportunities
- The school organises after-school clubs offering a range of activities.
- An extensive range of community-based learning opportunities. These occur as regular timetabled activities and as specialised and focussed opportunities throughout the year.
- The outside environment is designed with learning in mind.
- Outside play during break and lunch times is supervised by class staff. All pupils are encouraged to be active and engage with playground games.

The school facilities are designed to meet the needs of our pupils. Classrooms are bright and airy and are well resourced to meet the educational and sensory needs of pupils.

Sports facilities include 1 P.E hall, 1 studio, Trim track area, and cycle tracks. We also have outside garden spaces for most classrooms and low-level trim equipment to provide opportunities for younger children to engage with equipment to help develop their proprioception. There is a designated Occupational Therapy room used to support the various therapies offered in school.

Hedgewood has an outdoor 'classroom' and a sensory garden. The school grounds are maintained to provide pupils with safe access to natural and sensory areas. There is a well-stocked school library, and a specialist music room including sound beam equipment.

The school has two school minibuses which are used for trips out to places of interest and is used to attend local sporting activities (including swimming at Botwell Leisure Centre for KS2 pupils.)



## **Staff training and improving practice**

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's bespoke CPD and Training Policy.

Staff across the school are dedicated to raising pupils' attainments.

Teaching staff all work to develop and continuously enhance subject/skills based expertise, thereby acting as resource points for others as set out in our CPD policy under the "specialist" level of training. The continuous development of a highly skilled Teaching staff team is a priority as they lead learning sessions for pupils.

Individual teachers have attended a wide range of courses including and up to post graduate and master levels.

All teachers have completed or are on a pathway to complete teacher training, the exception to this are a specific small cohort of unqualified tutors who are recruited for their specifically identifiable and unique skillset (such as outdoor pursuits/education).

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.

## **Curriculum**

At our school, we are dedicated to providing a curriculum that addresses the unique barriers to learning each of our pupils may face. Teaching and learning at Hedgewood is highly personalised to best meet a child's needs. The broad and balanced Hedgewood curriculum is taught daily in conjunction with the personalised targets set out in a child's Personal Learning Plan (PLP).

Personal Learning Plan (PLP) targets are derived from the outcomes set out in your child's Education Health and Care Plan (EHCP) and our own assessments of your child's current needs to ensure the development of crucial learning behaviours and functional life skills.

We know that the personalised planning of Hedgewood's curriculum, alongside the daily teaching of your child's PLP targets will ensure the best educational experience for your child, enabling them to thrive in a supportive and inclusive learning environment.

We utilise a range of evidence-based tools tailored to different stages of a child's education to ensure a smooth transition from functional to formal learning. This approach simultaneously equips pupils with essential skills to enhance their academic performance. Our initial assessments place each pupil in one of three pathways, ranging from more functional learning to formal learning, based on their specific skill deficits. Regardless of the pathway, every pupil's Personalised Learning Plan (PLP) serves as a mid-term strategy for addressing their unique needs and gaps in learning. We encourage parents and Carers to actively engage with their child's PLP and be a 'learning partner' with their class teacher so, together, we help your child achieve the best possible outcomes.

## Pre-Phase 1

The Pre-Phase 1 pathway is designed for our most complex pupils, focusing on the development of pertinent life skills that significantly improve their quality of life. We utilise the "Necessary 9 Skills" as outlined in Patrick McGreevy's Essential for Living curriculum. Given the challenges with generalisation, these skills are taught within functional contexts to enhance responsiveness and application, aiming for generalisation across different people, contexts, and settings.

## Phase 1

Pupils in Phase 1 are assessed using the VB-MAPP (Verbal Behaviour Milestones Assessment and Placement Program), which addresses common barriers to communication, attention and interaction. The curriculum during this phase is centred on an early core curriculum where pupils continue to develop generalisation skills through event-based teaching. This method allows pupils to apply their skills across various settings that align with their interests and motivations. Events in this phase are often general and frequently occurring in the child's life or involve activities and places that they regularly encounter, such as a garden centre or supermarket.

## Phase 2

Phase 2 pupils transition to a curriculum structured around early concepts in the National Curriculum, while also addressing more academic barriers to learning. These barriers include challenges that impede their ability to engage in group discussions, expand their vocabulary, and work and play cooperatively with peers, using the ABLLS assessment criteria. This phase expands pupils' access to a broader curriculum that includes subject-specific learning and continued skill building. While maintaining a play-based learning environment, there are moments of increased targeted learning with the teacher.

## Phase 3

Phase 3 draws its coverage from the National Curriculum, ensuring pupils are taught essential core knowledge. The learning material is carefully selected to engage pupils through highly motivating and relevant topics, making the curriculum both broad and balanced. Their individual needs continue to be addressed through targeted interventions. Pupils in this pathway may encounter challenges in emotional regulation, social interaction, self-help, self-care, E-Safety, and personal safety. They can engage in both small group and whole class learning activities

## **Assessment**

The SEND Code of Practice emphasises the need to identify pupils at the earliest possible time. Before a pupil comes to Hedgewood a member of teaching staff will visit pupils at their school or nursery to discuss the pupil's needs and observe the pupil in situ.

Pupils are assessed on admission, usually over a 6–12 week period with their initial assessments forming a baseline assessment that is tracked to demonstrate the progress they make during their time with us. All pupils arrive at Hedgewood with:

- An Education Health and Care Plan with its outcomes
- Reports from other agencies if applicable.

- A pupil record from a previous school, which provides an account of the pupil's attainments and needs, including levels that relate to chronological attainment expectations and the amount of progress being made.

This information provides a basis for making initial plans for the pupil. During the first six – twelve weeks of a pupil's time at Hedgewood :

- Further information/ assessment/ advice may be sought from agencies previously involved or indicated.
- Internal assessment of crucial learning behaviours and functional life skills.
- Staff assessments and observations are made.
- Where possible, a pupil's view of their needs.
- The parent/carer's view of their child's needs.
- A summary of outside agency involvement.
- The school's view of the pupil's needs.

## **Admissions**

The admission procedures for Special schools is different to the enrolment and admission procedures applicable to Mainstream schools. Local Authorities are the commissioners of a young person's EHC plan and therefore have a responsibility to source appropriate placements for children holding an EHC plan. The procedures they are required to follow are detailed in the SEND Code of Practice and on the Hillingdon Borough Admissions guidance for SEND <https://www.hillingdon.gov.uk/send-school-places>

All pupils admitted to Hedgewood must hold an Education, Health and Care plan (EHC plan) and Hedgewood will need to be named on this plan to secure a place after consultation.

If consultation results in a place being offered, Hedgewood will be named in their EHC plan with the support of the parents/carers and the LA where the young person lives. Hedgewood may on occasion consider out-of-borough referrals; however, Hillingdon pupils will have precedence.

Pupils can be admitted into Hedgewood at any time of the academic year. However, most admissions are in September.

Pupils can only be admitted into Hedgewood when a vacancy occurs. The number of vacancies varies from year to year depending upon how many pupils leave the school. New pupils can be admitted into any of the year groups, currently years Reception to 6, providing that appropriate capacity is available in the appropriate curriculum phase.

The Children and Families Act 2014, places a duty on schools to make arrangements for young people with medical conditions. Young people with medical needs have the same right of admission to school as other young people and cannot be refused admission or excluded from school on medical grounds alone. The school's 'Supporting Pupils with Medical Needs' policy highlights arrangements for admissions where young people have significant medical needs. The school works with parents and health care professionals to ensure the needs of young people are met.

Pupils with more severe medical conditions will have an Individual Health Care Plan (IHCP) linked to their EHC plan. The IHCP is written by a Health Care Professional and details the arrangements required to meet the medical needs of the young person.

The governing body has delegated the responsibility for admission to Hedgewood School to the co-headteachers with the following recommendations regarding placement:

- It must be appropriate to the young person's age, ability and Special Educational Need (as set out in paragraph 2 above).
- It must be compatible with the provision of efficient education of other young people at the school.
- It must be an efficient use of available resources.

### **Factors determining whether placement is appropriate**

- An EHC Plan is in place.
- Hedgewood have considered a full range of recent and relevant pupil information and completed a detailed consultation assessment.
- The school believes that placement would not jeopardise the education of others on roll, and that it will be an effective and efficient use of resources. This would involve a consideration of space, class numbers and therapy needs as well as staffing ratios
- The school believes that there will be good compatibility with the education of other young people and that the young people already on roll would suffer no educational detriment.
- School and LA have agreed Top Up funding.

The school will ensure it meets its duties set under the DfE's 'School Admissions Code'.

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

There is always a need to achieve a manageable, safe "balance" within teaching groups that will impact class size, grouping of young people and staff ratio determined by a risk assessment. This encompasses all issues in relation to the equality of opportunity and compatibility so that the best teaching and learning environment can be maintained.

### **Involving pupils and parents in decision-making**

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

The school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SLT, will meet with the parents three times each year.

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

- Focus on the pupil as an individual,

- 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.

As all pupils at Hedgewood have 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.

### **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 within 12 months from the previous annual review or EHC Plan being issued, 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 body or Co-headteachers will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

## **Transition**

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

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

We recognise the importance of starting early, taking notes of 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 school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

## **Managing complaints**

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

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

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

For Early Years pupils, Parents/carers will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special Educational Needs and disability code of practice: 0 to 25 years'.

## **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 provisions 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.
- 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 co-headteacher (or equivalent position) of the setting at which the pupil intends 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).

### **Local Offer**

The school's governing body 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**

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

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

The next scheduled review date for this policy is September 25