



LOSTOCK HALL COMMUNITY PRIMARY SCHOOL

SEN POLICY

Policy will be reviewed Annually: September 26 – September 27

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Statement of intent

Lostock Hall Community Primary School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

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

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

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

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

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

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

This policy is available on our school website, along with the School Information Report and the Local Offer. You can also request a hard copy from the school office.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at school with medical conditions'
- DfE 'Working Together to Safeguard Children 2026'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'School Admissions Code'
- DfE 'Keeping children safe in education 2026'
- Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Accessibility Policy
- Admissions Policy
- Attendance Policy
- Behaviour Policy
- Careers Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Data Protection Policy
- Pupil Confidentiality Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Suspension and Exclusion Policy

2. Objectives

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

- To welcome pupils with SEND and meet their individual needs in a positive, inclusive manner, enabling them to achieve their full potential.
- To ensure effective procedures are in place for the early identification, assessment and support of pupils with SEND from entry into Early Years and throughout their time at school.
- To use the graduated approach of assess, plan, do and review, with regular monitoring and assessment of pupils' needs, progress and provision.
- To provide a high-quality, differentiated and inclusive curriculum that enables pupils with SEND to access the National Curriculum and a broad and balanced education, removing barriers to learning wherever possible.
- To ensure that pupils with SEND are supported to participate fully in the life of the school, including activities alongside pupils who do not have SEND.
- To make reasonable adjustments and provide appropriate support so that pupils with a disability are not placed at a substantial disadvantage compared with their peers.
- To promote equality of opportunity, dignity, independence and self-esteem for all pupils, recognising and valuing their individual strengths, needs and abilities.
- To develop pupils as effective and increasingly independent learners, while maintaining realistic and appropriately ambitious expectations for every pupil.
- To provide for pupils' SEND needs within the mainstream classroom environment wherever practicable and effective, while ensuring that additional or specialist provision is provided where required.
- To ensure that all staff understand their responsibilities for SEND and that relevant information about individual pupils' needs and provision is communicated effectively to staff working with them.

- To develop effective, manageable systems for recording, monitoring and evaluating provision and pupil progress, using a range of appropriate assessment approaches, including PIVATS where appropriate.
- To work in genuine partnership with parents/carers and pupils, where appropriate, ensuring clear, timely and effective communication about SEND needs, provision, progress and outcomes throughout the child's education.
- To fulfil the school's statutory duties under the SEND Code of Practice and relevant equality legislation, including promoting disability equality and equality of opportunity.
- To designate a suitably qualified teacher as the Special Educational Needs Coordinator (SENCO) to coordinate SEND provision across the school.
- To inform parents/carers when the school is making special educational provision for their child and ensure that they are appropriately involved in decisions about support.
- To work collaboratively with external agencies and specialist services to ensure that pupils receive appropriate advice, assessment and support when required.
- To establish effective links with secondary schools and their SENCOs to support successful transition, particularly for pupils transferring at the end of Year 6.
- To ensure that appropriate accessibility arrangements are in place and that the school's accessibility plan addresses barriers to the curriculum, physical environment and participation.
- To ensure that SEND information is reviewed, maintained and published in accordance with statutory requirements, including information about admission arrangements, accessibility and the school's SEND provision.
- To develop the knowledge, skills and confidence of all staff through appropriate training, professional development and support in the identification, assessment and provision for pupils with SEND.
- To use the school's best endeavours to ensure that pupils with SEND receive the support they need to access education, participate fully and make appropriate progress.

3. Roles and responsibilities

The **governing body** will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.
- Having a named Governor for Special Educational Needs; this is Mrs Joanne Leach

The **headteacher** is responsible for ensuring the school offers a broad and balanced curriculum, with high-quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The **SENCO** will be responsible for:

- Collaborating with the governing board and headteacher to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Advising on a graduated approach to providing SEND support.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Ensuring they follow this SEND policy.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

Learning Support Assistants (LSA), Teaching Assistants (TA) and Nursery Nurses are responsible for:

- All support staff are expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND
- Collecting evidence of progress through observations both formal and informal
- Alerting the class teacher to concerns which have been observed through close working with the pupils
- Tracking progress towards outcomes set by a class teacher for specific SEN pupils
- Providing effective feedback to the teacher on interventions
- Collaborating with the SENCO to match classroom provision to the specific needs of the pupil
- Contributing to progress reviews or annual reviews
- Training to meet the needs of support staff is arranged according to whole school and individual pupil needs

They are monitored by Class Teachers and the SENCO.

Staff training and improving practice

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

The Senior Leadership Team 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.

4. Identifying SEND

The SEND Code of Practice suggests that *'pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching'*.

Lostock Hall Community Primary School recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances. 'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

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

The school will use a range of indicators to identify a pupil's difficulty and plan provision, including before the child arrives at the school. Identification of pupils with SEND will be continuous through children's time at the school. The school will maintain a list of pupils who have been recognised as having SEND. The records will be held centrally and kept securely. In some circumstances the records may be shared with external agencies, for example, for safeguarding issues or on transition to another school. A child will only be placed on the SEN Record if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities.

Other needs which do NOT constitute as SEN

The SEN Code of Practice (2014) emphasises the importance of correctly identifying SEN, and makes clear distinction between SEN and other factors which may impact on a child's progress and attainment. We recognise these factors, listed below, do not constitute a Special Educational Need:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The Code of Practice outlines the duty we have as a school to make "reasonable adjustment" under current Disability Equality legislation, meaning disability alone does not constitute SEN.

5. SEND support

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

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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

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

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

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

At Lostock Hall Community Primary School, we follow the principles of the SEND Code of Practice 2014 and use a graduated approach to identify and meet the needs of all learners, including those who have or may have Special Educational Needs (SEN).

Our approach is based on a continuous cycle of Assess, Plan, Do and Review, enabling us to identify barriers to learning, understand individual needs and provide increasingly personalised support where required.

1. High-Quality Teaching

High-quality, inclusive teaching, sometimes referred to as *Quality First Teaching*, is the first response to meeting the needs of all pupils, including those with or at risk of developing SEN. Class teachers are responsible and accountable for the progress and development of pupils in their class, including pupils receiving support from teaching assistants or specialist staff.

Teachers adapt their teaching to respond to pupils' individual strengths and needs. The school regularly reviews the quality of teaching and staff knowledge of SEN, including the use of effective strategies to identify and support vulnerable pupils.

2. Assess and Plan

Where a potential SEN is identified, the class teacher and SENCO consider a range of information, including the pupil's progress, formative assessment, national data and expected outcomes. Where appropriate, information from the pupil, parents and other professionals is also considered.

If additional and different provision is required, appropriate outcomes and interventions are agreed and recorded. A class teacher may use a range of ways to record next steps, these being:

- Individual Education Plans
- Individual Behaviour Management Plans
- Provision Maps

3. Do

The agreed intervention and support are implemented, normally over one or two terms. Class teachers, teaching assistants and specialist staff work closely together to ensure that additional provision is linked effectively to classroom teaching.

4. Review

Provision is reviewed at the agreed review point, normally termly. The impact of interventions is evaluated against the identified outcomes.

- Where a pupil achieves the intended outcomes and no longer requires additional and different provision, they may be removed from the SEN register and monitored through the school's usual assessment and monitoring processes.
- Where progress is being made but additional support remains necessary, the assess, plan, do and review cycle continues.
- Where expected progress has not been achieved, the pupil's needs are reviewed and the provision, outcomes or interventions are adapted accordingly. This ongoing process helps the school build a clear understanding of the pupil's needs and the support that is most effective.

6. Involving pupils and parents in decision-making

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

Where a pupil is receiving SEND support, the school will liaise with parents and the child in setting outcomes and reviewing progress on a Targeted Learning Plan (TLP). The class teacher will meet with the parents three times each year, which is inclusive of the two parents' evenings, to discuss the child's TLP.

The Targeted Learning Plan will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language 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.
- Bring together relevant professional information to discuss and agree together the overall approach.

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

EAL

The school is aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND. The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Early years pupils with SEND

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

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be the SENCO.
- Provide information for parents on how it supports children with SEND.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

8. Specialist Support and Education, Health and Care Needs Assessment

Most pupils with SEN will have their needs met within school through the graduated approach. Where a pupil has a higher level of need, or is not making adequate progress despite appropriate differentiation, intervention and additional support, the school may seek advice from external professionals, including an Educational Psychologist, to identify appropriate provision.

Where a pupil has significant, long-term and sustained difficulties that cannot reasonably be met through the school's SEN resources, the school may, in consultation with parents/carers and relevant professionals, request an Education, Health and Care (EHC) needs assessment from the Local Authority. Parents/carers can also request an assessment.

9. EHC needs assessments and plans

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

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

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

10. 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 Local Authority and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the Local Authority 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 Local Authority 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.
- 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 Local Authority.
- Where necessary, 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.

11. Admissions

Admission arrangements for the school are described in the school's 'Admissions Policy'. Our admission arrangements are in full agreement with the Local Authority's policies on admissions and a link is available via our school website.

The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within the existing provision. Pupils with a statement of SEN/ Education Health Care Plan will not be discriminated against in line with the legislation outlined in the SEN and Disability Act

The school may challenge a decision to name the school in an EHC plan if the school considers that such a placement would be unsuitable based on the child's age, ability, aptitude or SEND; or it would be incompatible with the efficient education of other children or the efficient use of resources. The school will consider whether any reasonable adjustments can be made to provide a placement.

12. Transition

The school recognises that transitions between nursery, classes, key stages and schools can be particularly challenging for pupils with additional needs or SEN. Transition is therefore carefully planned to ensure a smooth and positive experience for pupils and their families. Staff work closely with previous and receiving settings to share relevant SEN information, hold transition meetings and arrange additional visits where appropriate. Home visits are offered for children joining Nursery or Reception, and transition meetings are held with feeder secondary schools. For pupils with EHC Plans, reviews and amendments are completed in sufficient time before a move between phases to ensure that the receiving setting can plan and, where necessary, commission appropriate support and provision. The school also considers longer-term transition and preparation for adult life as part of this process.

Supporting successful preparation for adulthood

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

The school will:

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

13. Access arrangements

The Headteacher has overall responsibility for overseeing access arrangements for pupils with SEN during national assessments, including Key Stage 2 SATs and the Year 1 Phonics Screening Check. Where specific arrangements are required, such as enlarged papers, the SLT and SENCO oversee the identification of need and collection of supporting evidence.

14. Funding for SEND support

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

15. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

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

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs. The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

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

16. Managing complaints

The school's Complaints Policy is available on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will follow the Complaints Policy. The school may contact the Local Authority 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 Local Authority in responding to requests for information as part of procedures for:

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

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

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

17. Use of data and record keeping

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

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

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

Confidentiality

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

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and Local Authorities.

- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in Higher Education.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

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

18. Publishing information

The SEN Information Report 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'.

19. 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 Local Authority in carrying out their statutory duties under the Children and Families Act 2014, by working together with services that promote children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.
- Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan, if necessary.

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

20. Local offer

The school will develop and review the Local Offer, where necessary and appropriate, to ensure that it is:

Accessible: The school will collaborate with the Local Authority 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.

Up-to-date: The school will 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 Local Authority 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.

21. Monitoring and review

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

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