THE DIOCESE OF GLOUCESTER ACADEMIES TRUST
unlocking potential

Special Educational Needs and Disability Policy

Our vision is to enable all to flourish

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1.0 Statement of intent

Amberley Parochial School believes that all pupils are entitled to an education that enables them to achieve their full potential, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy sets out the framework through which the school will meet its statutory responsibilities for pupils with special educational needs and disabilities (SEND), ensuring that they receive a high-quality, inclusive education that supports their individual needs and aspirations.

Through the effective implementation of this policy, the school aims to identify and remove barriers to learning, promote equality of opportunity, eliminate discrimination, and ensure that all pupils are able to participate fully in school life and achieve the best possible outcomes.

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

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

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

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

2.0 Legal Framework

2.1 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'

2.2 This policy operates in conjunction with the following school policies:

- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Child Safeguarding and Child Protection Policy
- Behaviour Policy
- Complaints Procedures Policy

3.0 Objectives

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

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.

- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND 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 disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
  - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
  - An annually published Inclusion Strategy including the barriers to learning and participation identified within the school community; the school's universal, targeted and specialist approaches to inclusion; how the Inclusive Mainstream Fund is spent; intended outcomes and measures of success; and the impact of previous actions in improving inclusion and pupil outcomes.

4.0 Roles and Responsibilities

4.1 The Trust Board will be responsible for:

- Ensuring that appropriate arrangements are in place across all Trust schools to fulfil statutory SEND duties and promote inclusive practice.
- Ensure that the Trust is meeting its duties in relation to supporting pupils with SEND.

4.2 The Local Governing Board 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.

4.3 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.

4.4 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.
- Ensure that Gloucestershire's systems and processes are followed.
- Ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully review the quality of teaching for pupils with SEND, as a core part of the school's monitoring processes.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

4.5 The SENCO will be responsible for:

- Collaborating with the headteacher, as part of the SLT, 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.
- Liaising with the relevant designated teacher for LAC with SEND.
- Implementing Gloucestershire's graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.

- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer, signposting parents to relevant support and being able to work with professionals who are working in a supporting role with the family.

4.6 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.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Keeping leaders, including the SENCO, up to date with any changes in behaviour, academic developments and causes of concern.

5.0 Identifying SEND

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

5.2 With the support of the Senior Leadership Team (SLT), class teachers will regularly assess, monitor and review the progress, engagement and wellbeing of all pupils.

This enables early identification of any barriers to learning or participation and ensures that timely support can be provided where needed.

5.3 When considering whether a pupil may benefit from additional support, the school will take account of a range of information, including attainment, progress, participation, attendance, pupil voice, parental views and teacher observations.

5.4 A pupil may require further assessment and support when they:

- Are making progress at a different rate to that expected from their individual starting points and learning profile.
- Are not sustaining their previous levels of progress despite appropriate support and adaptations.
- Experience barriers that affect their ability to access learning, participate fully in school life, or achieve their personal goals.
- Require additional provision, adjustments or targeted support to enable them to thrive alongside their peers.

5.5 The school recognises that every pupil develops and learns in different ways. Differences in attainment or progress do not, in themselves, indicate special educational needs. Equally, some pupils with SEND may attain in line with, or above, age-related expectations while still requiring additional support to access learning and participate fully in school life. The school's focus is always on understanding and responding to individual strengths, needs and aspirations, ensuring that every pupil feels valued, included and supported to achieve their potential.

5.6 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

5.7 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.

5.8 Identification of pupils with SEND will be continuous through children's time at the school. Staff will be expected to remain alert to events that can lead to learning difficulties, such as bereavement or bullying. The school recognises that attendance difficulties may sometimes indicate unmet SEND needs and will consider attendance patterns when identifying, assessing and reviewing SEND provision.

5.9 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.

6.0 Safeguarding

6.1 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.

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

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

6.3 The school's Safeguarding and Child Protection 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 Behaviour Policy and Safeguarding and Child Protection Policy.

6.4 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.

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

6.6 The 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.

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

7.0 SEND Support

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

7.2 The school adopts the Gloucestershire Graduated Pathway approach to SEND. Where appropriate, support will be described through local authority graduated pathway documentation and planning tools, including My Plan, My Plan+ and Education, Health and Care Planning. The school works in partnership with families and external agencies in accordance with Gloucestershire's graduated pathway guidance to ensure that provision is needs-led, evidence-based and regularly reviewed.

7.3 Teachers will:

- Set high expectations for every pupil.
- Ensure that work planned for pupils with SEND matches their own individual starting points.
- Use appropriate assessment to check progress for SEND pupils.
- 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.

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

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

7.5 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

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

7.7 The agreed provision will typically be implemented over the course of one term and, where appropriate, may continue for two terms to allow sufficient time for its impact to be evaluated. Teachers, support staff and specialists will work collaboratively to ensure that additional provision complements and enhances high-quality classroom teaching.

7.8 Progress towards agreed outcomes will be reviewed at regular intervals and in partnership with pupils and their families. Where outcomes have been achieved and the pupil no longer requires SEND provision that is additional to or different from that ordinarily available, the school will continue to monitor their progress and wellbeing through its usual assessment and review processes. Their needs will remain under review to ensure that support can be adjusted promptly if required.

7.9 Where outcomes have not yet been achieved, the school will use the information gathered through the review process to develop a deeper understanding of the pupil's strengths, needs and effective support strategies. Adjustments to outcomes, provision or approaches may be made, and the graduated approach of Assess, Plan, Do, Review will continue as part of an ongoing process of understanding and responding to the pupil's individual needs.

7.10 The school recognises that progress is not always linear and that success may be demonstrated in a range of ways, including academic achievement, independence, communication, confidence, wellbeing, engagement and participation in school life.

7.11 Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

7.12 Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

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

7.14 Where a pupil with SEND attends Alternative Provision, the school remains accountable for the pupil's educational progress, attendance, safeguarding, SEND provision and wider outcomes. The school will maintain effective oversight of the placement through regular monitoring, review and quality assurance processes in

line with the Trust's Alternative Provision Guidance and Safeguarding and Child Protection Policy.

8.0 EAL

8.1 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.

8.2 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.

9.0 Early years pupils with SEND

9.1 The school recognises the importance of identifying and responding to children's strengths, needs and interests at the earliest opportunity. In accordance with the Early Years Foundation Stage (EYFS) framework, the school has arrangements in place to identify and support children with SEND and promote equality of opportunity for all children.

9.2 Through close partnership with families, careful observation, ongoing assessment and responsive provision, staff work to ensure that every child is valued, included and supported to participate fully in early years experiences. Where additional needs are identified, appropriate support and reasonable adjustments will be put in place to help children thrive, develop confidence and achieve their individual potential.

9.3 The school is committed to creating an inclusive early years environment in which all children feel a sense of belonging, are celebrated for their unique strengths and are supported to make progress from their starting points.

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

10.0 Admissions

10.1 The school is committed to providing an inclusive and welcoming environment for all children and families. In accordance with the School Admissions Code and the Equality Act 2010, admissions arrangements will be applied fairly and transparently, ensuring that no child is disadvantaged because of a special educational need or disability.

10.2 In fulfilling its admissions responsibilities, the school will:

- Welcome applications from all children, including those with special educational needs and disabilities (SEND).

- Ensure that children and young people whose Education, Health and Care (EHC) Plan names the school are admitted in accordance with statutory requirements.
- Consider fairly applications from children with SEND, regardless of whether they have an EHC Plan.
- Work collaboratively with families, previous settings, the local authority and relevant professionals to understand and plan for a child's strengths, needs and successful transition into the school community.
- Make reasonable adjustments where required to support children in accessing all aspects of school life.
- Ensure that admission arrangements, oversubscription criteria and associated policies do not directly or indirectly disadvantage children with SEND or disabilities.
- Promote equality of opportunity and ensure that all children are treated with dignity, respect and fairness throughout the admissions process.
- Ensure that information about school life, including uniform, educational visits and extracurricular opportunities, is communicated and implemented in a way that enables all children and families to participate fully.

10.3 The school believes that every child has the right to belong, participate and thrive within their local community. Admission decisions will therefore be made in accordance with statutory requirements and the school's commitment to inclusion, equity and high aspirations for all.

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

10.5 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.

11.0 Assessment test access arrangements

11.1 The school recognises that some pupils may require access arrangement to enable them to demonstrate their knowledge, skills and understanding effectively within statutory assessments and national curriculum tests.

11.2 Decisions regarding access arrangements will be informed from day-to-day class-room practice, teacher assessment, pupil needs and discussions with parents and carers.

11.3 Where appropriate the SENCO will work with staff to identify pupil who may require access arrangements for statutory assessments, including Key Stage 2 National Curriculum Tests (SATs) Any arrangements will be implemented in accordance with

current guidance and eligibility criteria published by the Standards and Testing Agency (STA).

11.4 The need for access arrangements is separate from SEND identification. Some pupils who require access arrangements may not have special educational needs or disabilities, whilst some pupils with SEND, may not require specific access arrangements for statutory assessments.

11.5 Eligibility for access arrangements does not automatically result in placement on the SEND register or the need for a targeted support plan. Decision regarding SEND support will always be based on a holistic understanding of a pupil's strengths, needs and barriers to learning.

11.6 The school is committed to ensuring that statutory assessments are accessible, fair and reflective of each pupil's normal way of working, enabling all pupils to participate with confidence and demonstrate their learning as effectively as possible.

12.0 Transition

12.1 The school recognises that positive transitions are essential to ensuring that children feel safe, confident and ready to learn. To support a successful start to school, staff will work closely with families, nurseries, pre-schools and relevant professionals to understand each child's strengths, needs and interests. Information will be shared to ensure that any necessary support provision or reasonable adjustments are in place before a child starts school.

12.2 The school will also ensure that transition between year groups is well planned for, ensuring that important information is shared so that pupils continue to feel valued, included and well supported throughout their time in school.

12.3 For pupils with an Education, Health and Care Plan, transition arrangements will be considered as part of the annual review process and reviewed within statutory timescales. Reviews will be completed within statutory timescales to enable effective planning and, where necessary, the commissioning of appropriate support and provision in the receiving setting.

12.4 The school recognises the importance of effective transition arrangement for pupils moving from primary to secondary education. The SENCO will work closely with receiving secondary schools, families and relevant professionals to ensure that information about each pupil's strength, needs, aspirations and successful support strategies is shared in a timely manner. Where appropriate, additional transition activities will be arranged to help pupils become familiar with their new environment and build confidence ahead of the move. The school will remain responsive to individual needs, working collaboratively with secondary colleagues to promote continuity of support and ensure that every pupil experiences a positive and successful transition to the next stage of their education.

13.0 Involving pupils and parents in decision-making

13.1 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.

13.2 Where a pupil is receiving SEND support, through a 'my plan' or 'my plan+', the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will meet with the parents three times each year.

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

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

13.4 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.

14.0 EHC needs assessments and plans

14.1 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.

14.2 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.

14.3 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.

14.4 Where an Education, Health and Care (EHC) needs assessment does not result in an EHC Plan being issued, the school will carefully consider the information and recommendations provided by the local authority. This will inform the graduated approach and help the school, alongside families and relevant professionals, to plan and deliver appropriate support to meet the pupil's needs and enable them to achieve positive outcomes.

14.5 Where an EHC Plan is issued, the school will work collaboratively with the local authority, parents and other professionals throughout the process. If consulted on a draft EHC Plan, the school will provide its views within the required timescales to support effective planning and decision-making.

14.6 The school will meet its statutory duty to admit pupils whose EHC Plan names the school and will use its best endeavours to secure the special education provision specified within the plan. Staff working with the pupil will be supported to understand their strengths, needs and aspirations, and appropriate provision will be put in place to enable them to access learning, participate fully in school life and achieve the outcomes identified within their EHC Plan.

15.0 Reviewing EHC plans

15.1 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.

15.2 The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.

- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate such as SENDIASS to ensure the parent's views are heard and acknowledged.

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

16.0 Wider Engagement

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

16.2 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.

17.0 Managing complaints

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

17.2 The school is committed to working in partnership with pupils, parents and carers to resolve concerns at the earliest opportunity. Information about how to raise a concern or make a complaint is set out in the Complaints policy on the school's website.

17.3 Parents and carers are encouraged to discuss concerns about SEND provision with the class teacher and /or SENCO in the first instance so that issues can be ad-

dressed promptly and collaboratively. Where concerns cannot be resolved informally, parents may make a formal complaint in accordance with the academy's complaints procedure.

17.4 The school will work constructively with parents, carers, trust leaders and where appropriate the local authority and other agencies to seek positive resolutions that are in the best interests of the child.

17.5 The school recognises that the formal and informal processes available for resolving disagreements relating to SEND. It will provide information about these processes and will respond promptly to requests for information as part of any:

- Disagreement resolution arrangements;
- Mediation process;
- Appeals to the First-tier Tribunal (Special Educational Needs and Disability)

17.6 Where concerns relate to the local authority's statutory SEND duties, including Education, Health and Care (EHC) needs assessments or EHC Plans, families may also be signposted to the appropriate local authority procedures, SEND information, Advice and Support Service (SENDIASS) mediation services or the SEND Tribunal as appropriate.

17.7 The school values open communication, partnership working and co production with families and will seek to ensure that all concerns are listened to, understood and addressed in a fair, respectful and timely manner.

18.0 Staff training and improving practice

18.1 The school is committed to developing a culture in which all staff recognise their role in supporting pupils with SEND and promoting inclusive practice. Ensuring that staff have the knowledge, skills and confidence to meet the diverse needs of learners is central to delivering high-quality provision and positive outcomes for all pupils.

18.2 The school values the ongoing professional development of all staff and will provide training and development opportunities in line with its CPDL policy. Ongoing professional learning will support staff to strengthen their understanding of inclusive teaching, adaptive practice, identification of need and effective SEND provision.

18.3 The SENCO will work with school leaders and central trust staff, to identify training needs, assess staff confidence and expertise, and coordinate appropriate professional development opportunities. This will ensure that staff continue to develop their knowledge and skills in identifying, supporting and assessing pupils with SEND, enabling them to provide high-quality , inclusive learning experiences for all pupils.

18.4 Through ongoing training, collaboration and reflective practice, the school aims to ensure that every member of staff contributes to a culture of belonging, participation and high expectation for all learners.

19.0 Use of data and record keeping

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

19.2 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.

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

20.0 Publishing information

20.1 The school will publish information on the school website about the implementation of this policy.

20.2 The information collected will be published in the Inclusion strategy and updated annually by 31 December. Any changes to the information occurring during the year will be updated as soon as possible.

21.0 Joint commissioning, planning and delivery

21.1 The school will work closely with local education, health and social care services to ensure pupils get the right support.

21.2 The school will assist the LA in carrying out their statutory duties by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision.

21.3 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.

21.4 Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan and in line with the school's' Supporting Pupils with Medical Conditions'.

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

22.0 Monitoring and review

22.1 The quality and impact of SEND provision will be monitored through the school's self-evaluation process and through Trust-wide quality assurance activities. School leaders, the SENCO and colleagues from the Trust central team will work collaboratively to review provision, pupil outcomes, attendance, participation and stakeholder feedback. Findings will be used to celebrate effective practice, identify priorities for improvement and support the continuous development of inclusive practice across the Trust.

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