

**SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES POLICY**

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Contents:

Statement of intent

1. [Legal framework](#)
2. [Identifying SEND](#)
3. [Definitions](#)
4. [Objectives](#)
5. [Roles and responsibilities](#)
6. [Early years pupils with SEND](#)
7. [Children with specific circumstances](#)
8. [Admissions](#)
9. [Involving pupils and parents in decision-making](#)
10. [Joint commissioning, planning and delivery](#)
11. [Funding](#)
12. [Local Offer](#)
13. [Graduated approach](#)
14. [Assessment](#)
15. [Training](#)
16. [Promoting mental health and wellbeing](#)
17. [EHC plans](#)
18. [Reviewing EHC plans](#)
19. [Safeguarding](#)
20. [Transferring between different phases of education](#)
21. [SEND tribunal](#)
22. [Supporting successful preparation for adulthood](#)
23. [Data and record keeping](#)
24. [Confidentiality](#)
25. [Resolving disagreements](#)
26. [Publishing information](#)
27. [Monitoring and review](#)

Statement of intent

The Pennine Trust 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 Trust 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 Trust 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.

1. Legal framework

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

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2022'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Single Equalities Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspensions and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

2. Identifying SEND

The trust 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, each school shall have a clear approach to identifying and responding to SEND as outlined in its SEN Information Report.

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

'Less than expected progress' will be characterised by progress which:

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

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

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

3. Definitions

For 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.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

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.

Schools review how well equipped we are to provide support across the following areas:

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

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they

cannot understand what is being said to them, or they do not understand or use social rules of communication.

The Trust recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

School SENCOs will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

Pupils with learning difficulties may require support – schools will offer one-to-one learning support where necessary.

The Trust understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). SENCOs will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The Trust recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and schools will support pupils with these difficulties.

The Trust will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The Trust will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

The Trust recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

4. Objectives

The Trust will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- 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.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.

5. Roles and responsibilities

The Local School Committee for each school, on behalf of the Trustees, will be responsible for:

- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.

- Ensuring schools secure the special educational provision called for by a pupil's SEND.
- Ensuring an appropriate member of staff is designated to be the SENCO, with responsibility for coordinating provision for pupils with SEND.
- Ensuring there is a designated teacher for LAC, where appropriate.
- Ensuring reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Ensuring schools prepare appropriately for the admission of pupils with SEND and the facilities provided enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Ensuring a school secures suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Ensuring schools cooperate with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual local governor to oversee the school's arrangements for SEND.
- Ensuring the SEND information report is prepared and published on the website.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

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:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.

- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's quality assurance and performance management arrangements.
- Ensuring teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up to date with any changes or concerns involving a pupil, considering the issue of confidentiality.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the Local Governing Board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with appropriate training, with an emphasis on mental health.

The SENCO will be responsible for:

- Collaborating with the Local School Committee and the Headteacher, to determine the strategic development of the SEND policy and provision in school.
- Working with the relevant local governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Drawing up a one-page profile of a pupil with SEND.

- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- 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.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the Trust's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

The DSL will be responsible for:

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Teachers will be responsible for:

- 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 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.
- 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.

6. Early years pupils with SEND

The Trust will ensure all staff who work with young children are alert to emerging difficulties and respond early. We will also ensure staff listen and understand when parents express concerns about their child's development. School staff will listen to any concerns raised by children themselves.

The Trust will ensure:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- SEND provision is coordinated by the SENCO.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.
- Parents are informed when the school makes special educational provision for their child. A report is prepared and sent to parents and includes:
 - Signposting to the SEND Policy, accessibility plan (including how we will improve access over time) and arrangements for the admission of children with SEND
 - The steps being taken to prevent children with SEND from being treated less favourably than others
 - The facilities provided to enable access to the school for children with SEND

7. Children with specific circumstances

LAC

Pupils who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

The **Trust** recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

Schools have a designated member of staff for coordinating the support for LAC.

Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL

The Trust will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

Schools will consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, schools will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The Trust appreciates 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.

Schools will 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.

8. Admissions

The Trust will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Arrangements for the fair admissions of pupils with SEND are outlined in each school's Admissions Policy and will be published on the school websites.

9. Involving pupils and parents in decision-making

Parents of pupils with SEND will be encouraged to share their knowledge of their child; headteachers and SENCOs will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when a school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt any health treatment underway.

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.

The class teacher, supported by the SENCO, will meet with pupils and their parents three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

10. Joint commissioning, planning and delivery

The Trust is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

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

The Trust will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

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

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

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

11. Funding

The CEO will ensure schools allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the Trust will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

12. Local Offer

Local governing boards will ensure schools 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:** Schools 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:** Schools 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. Schools 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:** Schools 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.

Schools 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.

13. Graduated approach

Once a pupil with SEND has been identified, schools will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

14. Assessment

Schools will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.

Schools will meet their duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

Schools will gather advice from relevant professionals about the pupil concerned, including 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.

In tracking the learning and development of pupils with SEND, a school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

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

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the SENCO will consult with parents before involving specialists.

15. Training

Relevant staff members will keep up to date with any necessary training, which will be provided by the SENCO, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

As part of their induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

16. Promoting mental health and wellbeing

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a pupil requires such services. Where appropriate, schools will support parents in the management and development of their child.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. Each school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An IHP. All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

17. EHC plans

Schools will fully cooperate with the LA when research about the pupil is being conducted. We will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

Where the LA provides a pupil with an EHC plan, schools will involve the parents and the pupil in discussions surrounding how to 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.

A school will meet its duty to provide views on a draft EHC plan within 15 days. If the decision is taken not to issue an EHC plan, the SENCO will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through existing provision.

If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The Trust will admit any pupil that names the school in an EHC plan or EHC needs assessment process. Schools will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

All reasonable provisions will be taken to provide a high standard of education.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations. The SENCO will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

Each pupil's EHC plan will be reviewed 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, a school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the local governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

Any EHC plan information will be kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, so that the setting can develop an individual learning plan. Steps will be taken to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

Where necessary, schools will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

Parents will be consistently kept involved throughout the implementation of an EHC plan.

The whole process of an EHC needs assessment and development will take no longer than 20 weeks from when the initial request was received.

18. Reviewing the EHC plan

Pennine Trust schools will:

- Cooperate with the 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 two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- 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, two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.

19. Safeguarding

The Trust recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and 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, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The Trust recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though 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.

The CEO, headteachers and local governing boards 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 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.

20. Transferring between different phases of education

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 phase.

The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

For pupils moving from secondary school to a post-16 setting or apprenticeship, the review and any amendments to the EHC plan, including specifying the post-16 provision and naming the setting, must be completed by the 31 March in the calendar year of the transfer.

21. SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the Complaints Policy will be followed, allowing for a complaint to be considered informally at first.

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

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- EYFS parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

The Trust 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'.

22. Supporting successful preparation for adulthood

The Trust will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

The Trust will transfer all relevant information about pupils to any educational setting that they are transferring to.

If a pupil has been excluded, the Local Governing Board must ensure the Headteacher arranges suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the Exclusion Policy.

If it is in the best interest of the pupil, a school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

Schools will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE, FE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

Secondary schools will ensure they meets its duty to secure independent, impartial careers guidance for pupils in Years 8-13, including:

- Discussing preparation for adulthood in planning meetings with pupils and parents from Year 8.
- Helping pupils and their parents prepare for the change in legal status once a pupil is above compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.
- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for pupils with SEND to make successful transitions.

The Careers Policy will include details on how the school will work with pupils with SEND to ensure they are prepared for the workplace.

23. 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.

All information will be kept in accordance with the Data Protection Policy.

24. Confidentiality

A school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

25. Resolving disagreements

The Trust is committed to resolving disagreements between pupils and a school.

In carrying out of duties, the Trust:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our Complaints Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The Complaints Policy will be published on school websites; additionally, schools will publish details regarding how complaints from parents of children with SEND will be handled.

26. Publishing information

Schools will publish information on the school website about the implementation of this policy along with details of the SEND information report.

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

27. Monitoring and review

The policy is reviewed on an annual basis by the CEO in conjunction with the trustees; 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.

The next scheduled review date for this policy is June 2024.