



# Special and Educational Needs and Disability Policy

## Document Control:

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# Contents:

## Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Definitions](#)
4. [Improving Outcomes](#)
5. [Identifying SEN](#)
6. [Graduated approach](#)
7. [Children with specific circumstances](#)
8. [Admissions](#)
9. [Involving CYP and parents in decision-making](#)
10. [Funding](#)
11. [Local Offer](#)
12. [Assessment](#)
13. [EHC plans](#)
14. [Reviewing EHC plans](#)
15. [Safeguarding](#)
16. [Transferring between different phases of education](#)
17. [Supporting successful preparation for adulthood](#)
18. [Involving Specialists](#)
19. [Data and record keeping](#)
20. [Confidentiality](#)
21. [Resolving disagreements](#)
22. [Publishing information](#)
23. [Monitoring and review](#)

## Statement of intent in line with our mission and values

The Pennine Trust believes that all CYP 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.

Our approach is encapsulated by our mission statement:

***Creating opportunity. Inspiring excellence. Shaping tomorrow.***

Building on our mission, we have an ambitious vision for our young people and for the Trust:

***Through a child-centred approach and exceptional educational experiences we will inspire excellence from all, develop independence, build confidence and ensure readiness for tomorrow.***

We believe every child can achieve and we continually encourage high aspirations amongst CYP and staff. To this end, leaders across the Trust adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. High quality pastoral care and support aligned with diagnostic assessment of needs and targeted interventions, help to ensure appropriate provision for every individual.

Our three core values underpin all trust decisions and policies and are at the heart of every aspect of school life:

***Ambition*** - We are determined to achieve and believe everyone can succeed

***Respect*** - We are considerate of everyone and our environment

***Collaboration*** - We are a community who believe we achieve more by working together.

## 1. Legal framework

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

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children and young people with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 66
- SEN co-ordinators: Section 67
- Informing parents and young people: Section 68
- SEN information report: Section 69
- Duty to support CYP with medical conditions: Section 100
- Current Teacher Standards
- Current Teaching Assistant Standards

Equality Act 2010

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

- DfE Special Educational Needs and Disability Regulations (2014)
- DfE Special educational needs and disability code of practice: 0 to 25 years 'DfE (2015)
- DfE Supporting CYP at school with medical conditions (2015)
- DfE Most recent version of 'Keeping children safe in education'
- DfE Most recent version of 'Working Together to Safeguard Children'
- DfE Mental health and wellbeing provision in schools (2018)
- DfE School Admissions Code (2021)
- Equality and Human Rights Commission (EHRC) (2015): 'Reasonable adjustments for disabled CYP

This policy operates in conjunction with the following school policies:

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

## **2. Roles and responsibilities**

**The school will have a nominated SEN Member on the Local School Committee**

**The named Nominated SEN LSC Member is:**

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

- Ensuring that effective provision is in place for all CYP with SEN, whether or not they have an EHC plan.
- Ensuring an appropriate member of staff is designated to be the SENCO, with responsibility for coordinating provision for CYP with SEN.
- Ensuring there is a designated teacher for Looked after Children (CLA), where appropriate.
- Ensuring reasonable adjustments are made for CYP with disabilities to help alleviate any substantial disadvantage they experience because of their disability and to ensure they are effectively safeguarded.
- Ensuring the school prepares appropriately for the admission of CYP with SEN and the facilities provided enable access to the school for CYP with disabilities.
- Monitoring the school's policies and procedures, to review their impact on CYP with SEN, 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 CYP with disabilities on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEN tribunal, will be made known to parents and CYP.
- Ensuring the school secures suitable, full-time education from the sixth day of a fixed permanent exclusion of a CYP with SEN, in line with their EHC plan.
- Ensuring arrangements are in place to support CYP at school with medical conditions, in line with the school's Supporting CYP with Medical Conditions Policy.
- Ensuring schools cooperate with the LA in drawing up and reviewing the Local Offer.
- Ensuring the SEN 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 SEN may face.

**The Headteacher** is responsible for:

- The strategic development, policy and provision in the school.
- Along with the Local School Committee, ensuring the school meets its responsibilities under Children and Families Act 2014 and the Equality Act 2010.
- Along with other members of our senior leadership team and SENCO, publishing a clear picture of the resources (e.g. a whole school provision map) that are available to the school.
- Ensuring any member of staff working with any child or young person (CYP) who has SEN is aware of their needs and have arrangements in place to meet them.
- Ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all CYP, including CYP with SEN.
- With support from the trust, endeavour to ensure sufficient time and resources are allocated to the SENCO for effective delivery of their functions.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against CYP with SEN.
- Establishing and maintaining a culture of high expectations and including CYP with SEN in all opportunities available to other CYP.
- Reporting to the Local School Committee on the impact of SEN policies and procedures.

### **The role of the SENCO**

The school ensures all SENCOs have been in post since 2009 or have the relevant SENCO qualification.

The SENCO will be responsible for:

- Collaborating with the Local School Committee and the Headteacher, to determine the strategic development of the SEN policy and provision in school.
- 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.

- The day-to-day operation and implementation of the SEN policy.
- Coordinating the specific provision made to support individual CYP with SEN, including those with EHC plans.
- Liaising with the relevant, designated teachers where CLA have SEN.
- Advising on a graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet CYP needs effectively.
- Liaising with the parents of CYP with SEN.
- 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 CYP and their parents are informed about the options, and a smooth transition is planned.
- Providing professional guidance and support to colleagues and working closely with staff members, parents and other agencies, including SEN 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 that the school keeps the records of all CYP with SEN up to date, in line with the Trust's Data Protection Policy.
- Ensuring parents of CYP with SEN who do not have an EHC plan are informed about the SEN provision being made through their support plan.
- Ensuring parents of CYP with SEN have the opportunity to communicate with school regarding the graduated response on at least 3 occasions during the school year.
- In collaboration with the headteacher, identifying any patterns in the identification of SEN within the school and comparing these with national data.

**The Designated Safeguarding Leader (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 CYP with SEN.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding CYP with SEN.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a pupil with SEN.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of CYP with SEN, 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 CYP with SEN 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 CYP with SEN face online, e.g. from online bullying, grooming and radicalisation, and ensuring they have the capability to support CYP with SEN to stay safe online.

**All teachers are teachers of SEN** (6.36 of SEN Code of Practice) and will be responsible for:

- Planning and reviewing support for CYP with SEN on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the CYP themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons with reasonable adaptations to address potential areas of difficulty to ensure barriers to every pupil achieving are reduced.
- Ensuring every pupil with SEN has access to the full curriculum in line with their development.
- Being accountable for the progress and development of the CYP in their class.
- Being aware of the needs, outcomes sought, and support provided to any CYP with SEN they are working with.
- Understanding and implementing strategies to identify and support vulnerable CYP with the support of the SENCO and other key stakeholders.
- Support and engage with the SENCO and other leaders to monitor and record the graduated approach, including the writing and implementation of effective support plans.
- Collaborate with parents/carers as necessary/appropriate.
- **Other phase specific responsibilities**

**Support staff** will be responsible for:

- supporting CYP to become independent, resilient learners
- promoting self-esteem and social inclusion
- developing their knowledge of the curriculum
- working collaboratively with class/subject teachers to overcome any barriers to learning
- reporting any observations about the CYP they are supporting to the class teacher
- contributing to reports for reviews of CYP with SEN
- attending CPD and keeping abreast of initiatives

### **3. Definitions**

For this policy, a child or young person (CYP) is defined as having SEN 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**

CYP 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 school recognises that:

- CYP with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every CYP 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 CYP, parents, and language and communication experts where necessary to try to ensure everyone with SLCN reaches their potential.

## **Cognition and learning**

CYP with learning difficulties may require support – the school will offer one-to-one learning support where necessary.

The school 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 young person.

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**

CYP 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 school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and schools will support everyone with these difficulties.

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

## **Sensory or physical needs**

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

- Some conditions can be age-related and can fluctuate over time.
- A CYP with a disability is covered by the definition of SEN 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 school recognises, however, that CYP 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 SEN definition, and the SENCO will ensure that their support needs are being met.

#### **4. Improving Outcomes: High aspirations and expectations for CYP with SEN including provision of a broad and balanced curriculum**

In line with our values, all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

In identifying and addressing needs of children and young people with SEN the school will:

- use their best endeavours to make sure that a child with SEN gets the support they need
- ensure that children and young people with SEN engage in the activities of the school alongside CYP who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO
- inform parents when they are making special educational provision for a child
- prepare an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

A member of each Local School Committee has specific oversight of each school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.

All children and young people should have access to a broad and balanced curriculum. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should

be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that children and young people with SEN and disabilities will be able to study the full national curriculum.

The quality of teaching for children and young people with SEN, and the progress they make, is fundamental aspect of provision and the work of all teachers and support staff and informs the approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

## 5. Identifying SEN

The school recognises that early identification and effective provision improves long-term outcomes for CYP. As part of the overall approach to monitoring the progress and development of all CYP, each school shall have a clear approach to identifying and responding to SEN as outlined in its SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all CYP, with the aim of identifying CYP 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 SEN 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

## 6. Graduated approach

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

The graduated response is outlined below:

1. **Assess.** Assess CYP needs – this happens at the start of each termly cycle to ensure we obtain a clear analysis of the CYP's need. The SENCO will support if required. We will ensure that the assessment informs any adjustments, approaches, resources, intervention and/or support required. We look at the four areas of need and identify children's strengths and difficulties across these areas. This information is detailed on their Individual Plans.

2. **Plan.** Where it is decided to provide a CYP with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher/SENCO should agree in consultation with the parent and the CYP 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.

All teachers and support staff who work with the CYP should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

The support and intervention provided should be selected to meet the outcomes identified for the CYP, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

3. **Do.** The class or subject teacher remains responsible for the child. Where provision is provided by teaching assistants (TAs) or specialist teachers, the responsibility remains with the class teacher. TAs must supplement and not replace teachers. Teachers are still required to work with the child in order to plan and assess the impact of any adjustments support or interventions. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and needs, by problem solving and advising on the effective implementation of support. The SENCO will monitor this provision.
4. **Review** The effectiveness of the support and interventions and their impact on the CYP's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the CYP and their parents. This should feed back into the analysis of the CYP's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the CYP's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and CYP.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a CYP has an EHC plan, the local authority must review that plan as a minimum every twelve months. The school will co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

## 7. Children with specific circumstances

### CLA

CYP 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 **school** recognises that CYP that have SEN 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 CLA.

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 SEN are fully understood by relevant school staff.

## **EAL**

The school will give particular care to the identification and assessment of the SEN of CYP whose first language is not English.

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

Where there is uncertainty about an individual CYP, 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 school appreciates having EAL is not equated to having learning difficulties. At the same time, when CYP with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEN.

## **CYP with medical conditions**

CYP at the school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.

Schools will look carefully at all aspects of a CYP'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 SEN.

## **EYFS**

The school 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.

## **8. Admissions**

The school 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 SEN.
- Not refusing admission for a child that has named the school in their EHC plan.

- Considering applications from parents of children who have SEN but do not have an EHC plan.
- Not refusing admission for a child who has SEN 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 SEN.
- Ensuring policies relating to school uniform and trips do not discourage parents of CYP with SEN 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 SEN.

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

## **9. Involving CYP and parents in decision-making**

Parents of CYP with SEN 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 SEN support.

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

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

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

- Focus on the CYP as an individual, not allowing their SEN to become a label.
- Be easy for CYP and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the CYP's strengths and capabilities.
- Enable the CYP, 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.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- Do their best to keep their child healthy and fit to attend school and ensure that their child has the best attendance record possible
- Ensure that their child is equipped for school and for taking part in activities
- Inform us if there are matters outside school that are likely to affect a child's performance or behaviour at school
- Promote a positive attitude towards school and learning in general
- Fulfil the requirements set out in the home/school agreement

We believe that children should play a major part in the target setting process and are involved in planning and evaluating their targets and progress. Furthermore;

- Teachers will share targets with the children and they will be involved in setting and agreeing their targets
- Learning objectives will be discussed daily with the children during work linked to their targets
- Children will be invited to annual reviews
- Children complete questionnaires about their thoughts surrounding the provision in place for them and how they are included in school life. This information is then used to inform future practice within the school, classroom and with the individual child
- Children are also encouraged to write a review of their targets termly as part of the monitoring process of the graduated response.
- CYP Interviews are conducted throughout the year by all members of the SLT as well as Subject leaders, with children receiving SEN support and support from an EHCP included in this process.

## **10. Funding**

Schools have a notional SEN budget within their overall budget that's expected to support children with SEN for up to the national threshold. This is not a ring-fenced amount, and it is for the school to provide support for the majority of children with SEN, such as additional interventions, small groups, and individual support from the whole of its budget.

Each school will determine their approach to using their resources to support the progress of CYP with SEN. The SENCO, headteacher and Local School Committee will establish a clear picture of the resources that are available to the school and consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the CYP premium.

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

The responsible local authority, usually the authority where the CYP lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual CYP exceeds the nationally prescribed threshold.

## 11. Local Offer

Local School Committees 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 CYP in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to CYP 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 CYP 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:** The school will work with the LA to review the Local Offer to ensure that, when parents and CYP access the Local Offer, the information is up-to-date.

Schools will provide the LA with information about their existing SEN provision and capabilities to support CYP with SEN to aid in the drafting of the Local Offer, where required.

## 12. Assessment

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

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

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 CYP with SEN, a school will:

- Base decisions on the insights of the CYP and their parents.
- Set CYP challenging targets.
- Track CYP 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, CYP 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 CYP continually makes little or no progress, or is working substantially below expected levels, the SENCO will consult with parents before involving specialists.

### **13. EHC plans**

Schools will fully cooperate with the LA when research about the CYP 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 CYP with an EHC plan, schools will involve the parents and the CYP in discussions surrounding how to best implement the plan's provisions to help the CYP thrive in their education, and will discern the expected impact of the provision on the CYP 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 CYP, or the CYP themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The school will admit any CYP that names the school in an EHC plan or EHC needs assessment process. Schools will ensure that all those teaching or working with a CYP 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 CYP 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 CYP

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 CYP is transferring there, so that the setting can develop an individual learning plan. Steps will be taken to ensure that CYP 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.

## **14. 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 CYP and their parents.
- Seek advice and information about the CYP prior to the annual review meeting from all parties invited, and SEN 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 CYP that they have the right to appeal the decisions made regarding the EHC plan.

## **15. Safeguarding**

The school recognises that evidence shows children with SEN are at a greater risk of abuse and maltreatment and will ensure that staff are aware that CYP with SEN:

- 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 school recognises that there are additional barriers to recognising abuse and neglect in this group of CYP. 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 CYP being more prone to peer group isolation or bullying (including prejudice-based bullying) than other CYP.
- The potential for CYP with SEN 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 CYP with SEN, 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 CYP with SEN, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

## **16. Transferring between different phases of education**

EHC plans will be reviewed and amended in sufficient time prior to a CYP 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 CYP 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.

## **17. Involving Specialists**

If at any point the class teacher in consultation with the SENCO feel they need additional advice and support from an outside agency then the consent of the parent must be obtained first.

This would be undertaken by the SENCO, in consultation with parents and teachers when a CYP continues to make little or no progress or where they continue to work at levels substantially below those expected of CYP of a similar age despite evidence-based interventions/adjustments. These interventions/support will be delivered by appropriately trained staff.

The class or subject teacher(s) will be asked to support the completion of the application. Class and subject teachers are expected to engage with the outside agency the school has approached, incorporate their recommendations into their plans, and facilitate information sharing between the parents/carers and the outside agency.

## **18. Supporting successful preparation for adulthood**

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

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

If a CYP 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 SEN provisions necessary, in accordance with the Exclusion Policy.

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

Schools will take an active role in preparing CYP with SEN 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 CYP in Years 8-13, including:

- Discussing preparation for adulthood in planning meetings with CYP and parents from Year 8.
- Helping CYP and their parents prepare for the change in legal status once a CYP is above compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for CYP with SEN.
- Helping CYP 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 CYP with SEN to make successful transitions.

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

## **19. Data and record keeping**

All information about CYP 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 SEN support, with accurate information to evidence the SEN 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 SEN, 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 CYP.
- Maintain an accurate and up-to-date register of the provision made for CYP with SEN.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.
- Ensure relevant records are obtained or handed over to the appropriate person on transition.

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

## **20. Confidentiality**

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

- To a SEN 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 CYP is intending to start their next phase of education.

## **21. Resolving disagreements**

The school is committed to resolving disagreements between CYP and a school.

In carrying out of duties, the school:

- 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 SEN will be handled.

## **22. Publishing information**

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

## **23. Monitoring and review**

The policy is reviewed

by the CEO in conjunction with the trustees; any changes made to this policy will be communicated to all members of staff, parents of CYP with SEN, and relevant stakeholders.

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