



Special Educational Needs and Disability Policy

Review Period	Annual		
Date of next review	Autumn Termly 2021	Author	Mrs M Payne (SENCO)
Type of Policy	Statutory	Approval	Governing Body
Signed by:			
Head Teacher		Date	
Chair of Governors		Date	

VISION AND VALUES

Hebburn Comprehensive School values the abilities and achievements of all pupils, irrespective of prior or predicted attainment. We have a commitment to providing all of our young people with the best possible opportunities in learning. Our vision and guiding principle is to ensure inclusion for all, through identifying and surmounting possible barriers to effective learning. The principles and procedures contained within this policy are conceived in the spirit of catering for each individual child's needs and entitlement.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

AIMS

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination
- Promote equal opportunities

The school will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Legislation and Guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The revised SEN Code of Practice (2015) states that children have a special education if he/she has a learning difficulty which calls for special educational provision to be made.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child is deemed to have special educational needs if he/she has a learning difficulty which calls for special educational provision to be made.

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 school 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 some, or all of the different aspects of speech, language or social communication at different times of their lives.
- The SENCO will work with pupils, parents and outside agencies (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and Learning

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties. (PMLD)

- The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.
- Specific learning difficulties (SpLD) 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 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 school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement appropriate strategies to support pupils with these difficulties.

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 school will ensure staff understand that:

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

STATUTORY GUIDANCE

A revised SEN Code of Practice was introduced by the government in 2015, relating to Part 3 of the Children and Families Act 2014 and associated regulations.

The main changes from the previous SEN Code of Practice (2001) are listed below:

- The Code of Practice (2014) covers the 0 – 25 age range and includes guidance relating to disabled children and young people, as well as those with SEN.
- There is a clearer focus on the participation of both children and parents in the decision-making process.
- There is closer working and co-operation between multi-agencies in education, health and social care.
- There is new guidance for education and training, with a graduated approach to identifying and supporting pupils with SEN, which replaces School Action and School Action Plus: this is now known as 'Additional Needs'.
- For children with more complex needs, a new co-ordinated assessment process (EHC plan) replaces statements and Learning Difficulty Assessments (LDAs).

KEY ROLES AND RESPONSIBILITIES:

THE GOVERNING BODY

The school governors have specific responsibility to:

- Appoint a SEND governor.
- Know how many pupils in the school have SEND.
- Know how much money the school receives for SEND pupils and ensure that budget arrangements are in place to fulfil statutory requirements.
- Monitor expenditure.
- Review and approve the SEND policy.
- Regularly monitor the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Monitor the progress of pupils with SEND and make sure that adequate provision is in place.
- Publish, on the school's website, the SEND policy and SEND Information Report, including a link to the Local Authority offer.

- Ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that pupils' needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child. In doing so, Governors need to have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools.

THE HEAD TEACHER

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Head Teacher keeps the Governing Body fully informed and works closely with the school's SEND Co-ordinator and team.

Responsibilities:

- 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.
- Assisting the governing board in 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 performance management arrangements.
- Ensuring that 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 that 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.

- Consulting health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.

THE SENCO

The responsibilities of the SENCo and Assistant SENCo are consistent with current statutory requirements.

- Contributing to the strategic development of the SEND Policy and overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for pupils with special educational needs.
- Monitoring progress of pupils with SEND.
- Liaising with and advising fellow teachers, making a contribution to staff training.
- Co-ordinating learning support provision and managing designated learning support staff.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- Liaising with parents of pupils with special educational needs.
- Liaising with the Primary/Secondary school SENCos, educational psychologists, school nurse, speech and language therapists and other health services.
- Collaborating with the governing body and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the 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.
- Liaising with the relevant, designated teacher where a LAC has 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.

- 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.
- 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 school's Data Protection Policy.
- 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.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

CLASSROOM TEACHERS will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and the pupil.
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keeping the relevant staff up-to-date with any changes in behaviour, academic developments and causes of concern.

Children with Specific Circumstances

LAC

- Children at the school 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 children 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.
- The school has 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 school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- It is necessary to consider the pupil within the context of their home, culture and community.
- Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the ethnic 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 pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.
- The school 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 that is used there or arise from SEND.

ADMISSION ARRANGEMENTS

The admissions arrangements for ***all*** pupils adhere to national legislation on admissions and comply with paragraph 3 schedule 10 of the Equality Act 2010.

Prior to admission, all of the relevant paperwork and information about the specific needs of the child will be collected by the school's SENCo. This may include information from the child's parents/carers and primary school, as well as outside agencies. Where face-to-face meetings are not possible, contact will be made via email or by telephone to ensure that all information is shared and the child's needs are fully met. If specific staff training is required, this will be delivered by the SENCo or by a specialist from an outside agency. The SENCo will monitor the child and will ensure that adequate provision is in place.

When joining the school on an in-year transfer, it is usual practice for ***all*** children to spend some time in our inclusion unit (Purple Zone) before integrating into normal lessons.

LOCAL OFFER

The Governing Body will cooperate with the Local Authority in the development and review of the local offer. A copy of the school's SEND Information Report can be downloaded from the '*Parents*' section of our website (www.hebburn.net).

RANGE OF PROVISION

At Hebburn Comprehensive, we recognise that all teachers are responsible and accountable for the progress and development of the pupils they teach, including where pupils access support from teaching assistants or specialist staff. The main aspects of the provision made by the school are:

- Full-time education in classes with additional help and support being provided by subject teachers through a differentiated curriculum.
- High-quality teaching, differentiated to meet the needs of individual pupils, in response to short term data.
- Access to withdrawal lessons to work with Learning Support staff on securing progression with basic skills.
- In-class support with adult assistance provided by the Learning Support Team.
- Safe space area (Purple Zone).
- Access arrangements where appropriate, for internal assessments and external examinations.
- Resilience, social and emotional and mental health support.

IDENTIFICATION

The school operates a whole-school approach to SEND policy and practice. We recognise that early identification and effective provision improves long-term outcomes for pupils.

Pupils who have been identified as having SEND are virtually fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the school's provision. In line with the current SEND Code of Practice, the school adopts the view that:

"All teachers are teachers of pupils with special educational needs."

All staff are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage and included within the Management Information System. Assessment is seen as the process by which pupils with SEND can be identified; progress through the National Curriculum is deemed a crucial factor in considering the need for SEND provision.

The Following Processes Will Support the Identification Process:

- Key Stage 2 liaison carried out by the SENCo.
- Baseline Data.
- Outcomes of standardised reading assessments.
- Teacher referrals.
- Evidence arrived at by means of teacher observation or assessment information.
- Progress is significantly slower than the class average, from the same baseline.
- Progress does not match or better the pupil's previous rate of progress.
- Progress fails to close the attainment gap within the class.

- The attainment gap is widened by the plateauing of progress.
- Parental queries and concerns.

Involving Pupils and Parents in Decision-Making

- Parents of pupils with SEND are encouraged to share their knowledge of their child; the **headteacher** and **SENCO** 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 the 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 a pupil's education or 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 outcome they are seeking in the future.

- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

SEND support in school takes the form of the following four-part graduated cycle:

- Assess
- Plan
- Do
- Review

ASSESS

In identifying a child as needing SEND support, the class or subject teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience, the child's previous progress and attainment, as well as information recorded in SIMS about pupil progress, attainment and behaviour. It should also draw on the child's development in comparison with their peers, the views and experience of parents/carers, the child's own views and, if relevant, advice from external support services.

This assessment will be reviewed on an annual basis, and will ensure that support and intervention are matched to need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school and help to inform the assessment.

PLAN

- Where it is decided to provide a pupil with SEND support, parents **must** be formally notified, although parents should have been involved in the assessment of needs outlined above. The teacher and the SENCo should, in consultation with the parent and the pupil, agree which adjustments, strategies and support should be put in place, as well as discussing the impact on progress, development or behaviour, along with a date for review.
- All teachers and support staff who work with the pupil will be made aware of the specific needs: this information will be recorded in our MIS, with additional information accessible via the shared area to all staff.
- The support and type of intervention provided will be chosen to meet the needs and desired outcomes, based on reliable evidence of effectiveness.
- Parents will be made fully aware of the planned support and type of intervention and, where appropriate, will reinforce and contribute to progress by working with their child at home.

DO

- The subject teacher will be responsible for working with the pupil(s) on a regular basis. Where interventions involve a group or one-to-one teaching away from the subject teacher, the teacher will retain responsibility for the pupil, working closely with teaching assistants or any specialist staff. The SENCo should support the subject teacher in the further assessment of the child's progress.

REVIEW

- The effectiveness of the support and strategies and the impact on the pupil's progress will be reviewed on the agreed date.
- The impact and the quality of the support will be evaluated, along with the views of parents/carers and the pupil. The subject teacher, working with the SENCo, should make any adjustments necessary to the support offered, in consultation with parents/carers and the pupil.
- Parents will be given clear information about the impact of the support and the specific interventions provided.
- Where a pupil has an EHC plan, the LA must review that plan, as a minimum, every twelve months. The school will cooperate fully with the LA in the review process. As part of the review, the LA can require schools to convene review meetings on its behalf.

LINKS WITH OTHER AGENCIES AND VOLUNTARY ORGANISATIONS

As already indicated, external support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated person from Connexions and the designated Educational Psychologist for the area. In addition, the school may seek advice and outside support from specialist advisory services for pupils with sensory impairment or physical difficulties.

- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties, where applicable.
- Specialist teaching support is provided for identified pupils by the Outreach Support Team.
- The Occupational Therapy service is involved in providing specialist support for pupils with medical problems.
- The school nurse provides support and advice for pupils with medical difficulties.
- There is regular liaison with the Children and Young People's Service who offer advice and support for children with SEMH.

REQUEST FOR AN EHC NEEDS ASSESSMENT

- The school 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.
- The school 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.

Requests for a statutory assessment may also be made by the parent or by referral by another agency. In order for the needs assessment to be carried out, the school will make available the following information:

- The pupil's previous targets.
- Records of regular reviews undertaken and the outcomes.
- Information on the pupil's health and relevant medical history.
- National Curriculum attainment and literacy/numeracy attainments.
- Other relevant assessments from specialists e.g. Support teachers/educational psychologists.
- The views of both parents and child.
- A record of any involvement by other professionals.

EHC Plans

- The school will ensure that all those teaching or working with a pupil names 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 by the school 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 school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scales (SMART) outcomes.

The EHC plan will include details of targets set for the pupils, these will be:

- The long-term objectives and provision, established through parental/pupil consultation.
- Strategies for implementation within the classroom setting.
- Delivered by subject teachers.

ANNUAL REVIEWS

- The school will review each plan annually and the SENCo will invite to the review meeting:
- The child
- The child's parent/carer
- The relevant Head of Learning
- A representative of the LA
- Relevant outside agencies

The Aim of the Review Will Be To:

- Assess the pupil's progress in relation to targets.
- Review the provision made for the pupil in the context of life skills, preparation for adulthood, the National Curriculum and attainment in basic literacy/numeracy.
- Consider the appropriateness of the existing EHC Plan in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing EHC Plan.
- Set new targets for the coming year.

The school will liaise with relevant outside agencies to arrange Transition Plans for students with EHC Plans;

Pupils who make adequate progress over a sustained period of time may be no longer identified as requiring additional SEN support.

Adequate Progress is Defined as:

- The pupil is making overall progress given his/her baseline assessments.
- The pupil maintains his/her place in the group.
- The gap between the pupil and his/her peers does not widen.

The decision to remove additional support will be discussed at SEND reviews, to which parents and pupils will be invited

Transferring Between Different Phases of Education

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

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

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 school's written complaints procedure 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, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.
- The school will meet any request to attend a SEND tribunal and explain any departure for its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.
- Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.
- If disagreements are not resolved at a local level, the case will be referred to the ESFA
- The school will fully cooperate with the LA by providing any evidence or information that is relevant.
- All staff involved in the care of the pupil will cooperate with parents, to provide the pupil with the highest standard of support and education

Supporting Successful Preparation for Adulthood

- The school 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 school will engage with post 16 schools and FE providers, as necessary, to help plan for any transitions.
- The school will transfer all relevant information about pupils to any educational institution that they are transferring to.
- If a pupil has been excluded, the school has a duty to arrange 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 school's Exclusion Policy.
- If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education
- The school 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 or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.
- The school will ensure that it meets its duty to secure independent, impartial careers guidance for pupils in Years 8-11, including:
 - Discussing preparation for adulthood in planning meetings with pupils and parents from Year 8.
 - 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.
 - 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 school will implement a Careers Policy, which will include details on how the school will work with pupils with SEND to ensure they are prepared for the workplace.

Data and Record Keeping

The school will:

- 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.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.
- The school keeps data on the levels and types of need within the school and makes this available to the LA.
- The SEND information report will be prepared by the Governing Body, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.
- All information will be kept in accordance with the school's Data Protection Policy.

Confidentiality

The 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 institution at which the pupil is intending to start their next phase of education.

The school will adhere to **Pupil Confidentiality** at all times.

Funding

- The school will 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 school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

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.

During staff 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.
- 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.

Promoting mental health and wellbeing

- The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn.
- Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
- Pastoral support will be available where a pupil requires such services.
- Where appropriate, the school will support parents in the management and development of their child.
- Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties.
- Mentors will act as a confidant with the aim of easing worries of their mentee.
- When in-school intervention is not appropriate, referrals and commissioning will be used instead.
- The 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 one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil.

The school will also 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.

Monitoring and Reviewing

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing body, any changes made to this policy will be communicated to all members of staff.

The next scheduled review date for this policy is September 2021.

COMPLAINTS PROCEDURE

The school's Complaints Procedure is available on request. Under current statutory guidance, parents may seek advice on resolving disagreements with the school from the LA and/or the Independent Mediation Service. The school will make further information about this process available, on request.