



Special Educational Needs and Disability Policy

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 and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

It sets out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

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
- [The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- [The Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- [The Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- [The School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Definition of Special Educational Needs

The SEN Code of Practice 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.

Disability -

- Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.
- The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need -

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

1. 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.

2. Cognition and Learning -

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

3. Social, Emotional and Mental Health Difficulties

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences. These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

4. Sensory or Physical Needs

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers

Key Roles and Responsibilities

The SENCO at our school is Mrs Helen Owers.

The SENCo

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's 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

The Governing Board/Board of Trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice (new)

The SEND Link Governor

The SEND link governor is Councillor Meling

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

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.

The Head Teacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's 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

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

Parents or Carers

Parent or Carers is responsible for:

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

The Pupil

The Pupil is responsible for:

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Children with Specific Circumstances:

LAC (Looked after Child)

- Children at the school who are being accommodated, or who have been taken into care, by the Local Authority are legally defined as being 'looked after' by the Local Authority.
- 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 (English is Another Language)

- 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.

Admissions 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. We will consult and involve parents and the pupils if there is a potential SEND identified

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.

The graduated approach to SEN support

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 Bromcom and Class Charts, with additional information accessible to staff via the pupil profile.
- 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 effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:
 - The views of the parents and pupils
 - The level of progress the pupil has made towards their outcomes
 - The views of teaching staff who work with the pupil
 - The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Expertise and training of staff

- Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

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.
- Child and adolescent mental health services (CAMHS)
- Social services
- VI/HI services

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.
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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.
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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 Local Authority
- 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
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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 7-11, including:

- Discussing preparation for adulthood in planning meetings with pupils and parents from Year 7.
- 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.
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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.

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.
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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.
- 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.

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

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 December 2024.

Complaints Procedure

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

Links with other policies and documents

This policy links to the following documents

- [HCS SEND Information Report](#)
 - [Send Local Offer](#)
 - [HCS Accessibility Plan](#)
 - [HCS Behaviour and Rewards Policy](#)
 - [HCS Equality Information and Objectives](#)
 - [HCS Supporting Pupils with Medical Conditions Policy](#)
 - [HCS Attendance and Absence Policy](#)
 - [HCS Safeguarding and Child Protection Policy](#)
 - [HCS Complaints Policy](#)
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Signed:

Head Teacher:



Mr D R Thompson

Chair of Governors:



Mr G Thompson

Ratification Date:

22 November 2025

Date of Next Review:

Autumn Term 2026