

Special Educational Needs and Disability Policy



Adopted:

Reviewed February 2020

Date of next review: January 2021

1. Legal framework

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

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

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

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

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

- SEND Offer
- Admissions Policy
- Equalities Objectives
- Accessibility Plan
- Health and Safety Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Keeping Children Safe in Education Policy
- Behaviour Policy (including Exclusions)
- Curriculum Policy

2. Aims

Reid Street Primary School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. At Reid Street Primary School we aim to provide a happy, friendly, caring environment where, children feel secure and valued; children are encouraged to develop self-discipline and mutual respect for each other; and, learning enables children to fulfil their true potential. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities.

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

- Provide high quality provision to meet the needs of children and young people with SEND.
- Promote equal opportunities, ensuring that all pupils are included in all aspects of school life.
- Eliminate discrimination.
- Raise aspirations and expectations for pupils with SEND.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Involve children, parents and young people in decision-making.
- Ensure that staff are best placed to identify and support pupils with SEND through targeted training.
- Work with colleagues, including those from other agencies, or the LA to support the identification of children and young people's needs, ensuring that they receive the appropriate support.
- Support with the preparation for seamless transitions to other educational settings.

3. Definitions

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- A learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND COP)
- A Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream school.
 - 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.

4. Identifying SEND

At Reid Street Primary we have a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for pupils. Classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress or those who appear to have a specific area of difficulty. Pupils identified as making little/no progress will be discussed in depth in

termly RAG meetings with members of the SLT, including the SENDCo or individually with the SENDCo at other points of the year.

Progress will be characterised using the following stipulations:

- 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.
- The attainment gap is widened by the plateauing of progress.
- Over time the child has presented with a specific area of difficulty.

There are four broad categories of need identified in the SEN Code of Practice 2014 and these areas give an overview of the range of needs that should be planned for:

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

4.1. 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) can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time.
- They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

4.2. Cognition and learning

The school understands that cognitive learning difficulties covers a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENDCo 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 and support will need to be tailored to the specific area of need.

4.3. 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 or that it may be linked to trauma.

4.4. Sensory or physical needs

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

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
- Sensory needs could be linked, but not exclusively, to conditions such as ASD, visual impairment, hearing loss, deafness and sensory processing disorder.

5. Promoting mental health and wellbeing

- 5.1. The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn.
- 5.2. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
- 5.3. Where appropriate, the school will support parents in the management and development of their child.
- 5.4. 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.
- 5.5. For pupils with more complex problems, additional in-school support might include commissioning outside agencies, working closer with parents and seeking advice from professionals.
- 5.6. The school will also consider whether disruptive behaviour is a manifestation of SEMH needs.
- 5.7. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

6. Graduated approach

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

- Providing high quality teaching, differentiated for individual's pupils, as the first step in responding to a pupil who has or may have a Special Educational Need and/or Disability.
- Establishing a clear assessment of the pupil's needs / barriers to learning.
- Provision of high quality interventions and support planned by the class teacher.
- Regular review of interventions including impact on progress.
- Ensuring partnerships with parents are positive and effective.

- Detailing SMART targets in the form of a 'My Target' plan. This will be reviewed with parents and the pupil either at the end of the intervention or end of a term. This level of additional support may be enough for a child with any difficulties to ensure that progress can be made in school.
- Where deemed appropriate, with the parents' consent, involvement of other professionals such as Speech and Language Therapists, Occupational Therapy, CAMHS, Educational Psychologists etc.
- For the small number of children who need further support, creation of a 'One Plan'. This is an individualised learning plan for a child, developed in partnership with families, and often external professionals. Pupils who have a 'One Plan' are generally those who: might have a number of areas of need; have continued to make little progress despite interventions over time or pupils whose disability or health requires specific targeted support but does not require the support of an Education Health and Care Plan (EHCP). This will be reviewed with parents, class teacher, the SENDCo and the pupil termly, or sooner if deemed necessary, to ensure the child is receiving the correct level of support to make progress.
- Statutory Assessment:
If, following a graduated response of a 'Plan, Do and Review' process, progress is not evident and a child is presenting with very complex and/or severe needs then school may, with the approval of the parents and the input from an Educational Psychologist, apply for an Education Health and Care Assessment with a view to applying to the LA for an Education Health and Care Plan (EHC). Parents / Carers also have the right to ask the Local Authority directly to carry out this assessment.

7. Statutory Assessment

- 7.1. 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.
- 7.2. 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.
- 7.3. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.
- 7.4. 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.
- 7.5. Detailed assessments will identify the full range of the individual's needs, not just the primary need.
- 7.6. Where possible, pupils' needs will be defined under the 'SEND 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

8. EHC plans

- 8.1. The school will fully cooperate with the LA when research about the pupil is being conducted.
- 8.2. The school will provide the LA with any information or evidence needed.
- 8.3. All relevant teachers will be involved in contributing information to the LA.
- 8.4. If the school decides to implement an EHC plan, the parents and the pupil will be informed, including the reasons for this decision.
- 8.5. The school will meet its duty to provide parents or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.
- 8.6. If the decision is taken by the LA not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.
- 8.7. If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- 8.8. The school will admit any pupil that names the school in an EHC plan.
- 8.9. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- 8.10. All reasonable provisions will be taken by the school to provide a high standard of education.
- 8.11. The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, and realistic and time scaled (SMART) outcomes.
- 8.12. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.
 - The SENDCo will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
 - Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.
- 8.13. The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.
- 8.14. Information regarding a pupil's EHC plan will only be shared with other educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan.

- 8.15. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.
- 8.16. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- 8.17. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

9. Reviewing the EHC plan

9.1. The school 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 at least 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 the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to the LA within two weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

10. Transferring between different phases of education

- 10.1. EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of, support and provision at the new phase. The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.
- 10.2. Meetings or telephone conversations will be arranged with any new educational establishment to which a child with an identified SEND is transferring or similarly when a child with a SEND need is transferring into Reid Street Primary School.
- 10.3. For pupils who are transferring into Reid Street Primary School from nurseries, visits will be conducted by The Foundation Stage Leader; where necessary additional meetings will occur and an agreed transition package will be put in place. Where the

child has an EHC plan in place the school will, where possible, attend the review meetings and make contact with the professionals involved with the child to ensure that the transition is seamless.

11. Roles and responsibilities

11.1. The governing board will be responsible for:

- Designating an appropriate member of staff to be the SENDCo and having responsibility for coordinating provision for pupils with SEND.
- Appointing a Designated Teacher for LAC.
- Making reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with Equal Opportunities.
- Appointing an individual link governor to oversee the school's arrangements for SEND.

11.2. The Principal will be responsible for:

- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Ensuring that the SENDCo has sufficient time and resources to carry out their functions.
- Providing the SENDCo 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 SENDCo 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.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.

11.3. The SENDCo will be responsible for:

- Collaborating with the governing board and Principal, 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 Principal to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated 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.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- In collaboration with the Principal, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing or facilitating training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.
- Monitoring the SEND register in liaison with class teachers.
- 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 pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering GDPR.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.

11.4. Classroom teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made. Arrange termly meetings to review progress.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- 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, including those recommended by external agencies.
- Keeping the SENDCo up-to-date with any changes in behaviour, academic developments and causes of concern.
- Directing additional support to implement carefully planned provision for pupils with SEND.

12. Children with specific circumstances

LAC

- 12.1. 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.
- 12.2. The school recognises that children who have SEND are more likely to be 'looked after'.
- 12.3. The school has a designated member of staff for coordinating the support for LAC – Mrs Hancock.
- 12.4. The designated teacher works closely with the SENDCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL

- 12.5. The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- 12.6. It is necessary to consider the pupil within the context of their home, culture and community.
- 12.7. 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.
- 12.8. 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.
- 12.9. 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.

13. Involving pupils and parents in decision-making

Parents of pupils with SEND are encouraged to share their knowledge of their child; the SENDCo 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 parents and, when appropriate, the pupil involved.

Decisions about education support will not unnecessarily disrupt a pupil's education or any health treatment underway.

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

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

The class teacher will meet with pupils, and their parents three times in an academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities – this will be in the form of a 'My Target' meeting. Where a child has a more in depth 'One Plan' the SENDCo will attend the meetings.

Parents of pupils with Education Health and Care Plans will attend a formal annual review where external agencies involved with the child will be invited to attend – information from the agencies who cannot attend will be included in the review. Parents will also have the opportunity to attend two other progress meeting throughout the year.

14. Training

14.1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCo as well as external agencies, where appropriate.

14.2. Training will cover both the mental and physical needs of pupils with SEND.

14.3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

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

14.5. During staff induction, all staff will receive SEND training. Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENDCo
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques

- Positive Handling techniques
- Reasonable adjustments
- How to support children with challenging emotions

15. Local Offer

15.1. In developing and reviewing the Local Offer, the school will adopt the following approach:

- Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs. It will be well signposted and publicised.
- Comprehensive: Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make 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: When parents and pupils access the Local Offer, it is important that the information is up-to-date.

16. Admissions

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

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

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

Parents of a child with a SEND transferring into Reid Street Primary school from either nursery, or another stage in their education, will have the opportunity to meet with the SENDCo to discuss their child's needs prior to their child starting. The SENDCo will also communicate effectively with the previous educational setting to ensure a smooth transition into Reid Street.

In line with statutory requirements, the school has an accessibility plan and work in accordance with the Disability Discrimination Act 2010. This plan is updated yearly and can be accessed on the school website.

17. Data and record keeping

17.1. The school will:

- Include details of SEND, outcomes, actions, 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.

17.2. The SEND information report 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'.

17.3. All information will be kept in accordance with the school's Records Management systems and Data Protection Policy.

18. Confidentiality

18.1. 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 the headteacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

18.2. The school will adhere to GDPR at all times.

19. Joint commissioning, planning and delivery

The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible. The school will work closely with local education, health and social care services to ensure pupils get the right support.

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

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

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

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan or through a Care Plan – Mrs Charlton, Parent Support Advisor, is the designated medical officer.

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

20. 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.

Top Up funding is 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.

21. Supporting successful preparation for adulthood

- 21.1. The school will engage with secondary schools and FE providers, as necessary, to help plan for any transitions.
- 21.2. The school will transfer all relevant information about pupils to any educational institution that they are transferring to.
- 21.3. 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 policy.
- 21.4. If it is in the best interest of the pupil, the school may commission alternative provision, for pupils who face barriers to participate in mainstream education.

22. Complaints

Any complaints, including those around SEND provision, will be dealt with following the school's Complaints Policy.

SEND tribunal

- 22.1. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.
- 22.2. In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.
- 22.3. 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.

- 22.4. Where necessary, the Principal will make the relevant parties aware of the disagreement resolution service.
- 22.5. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.
- 22.6. 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.
- 22.7. If disagreements are not resolved at a local level, the case will be referred to the ESFA.
- 22.8. The school will fully cooperate with the LA by providing any evidence or information that is relevant.
- 22.9. 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.

23. Publishing information

- 23.1. The SEND Policy will be published on the school website.
- 23.2. The governing board will publish details of the SEND information report (Local Offer) on the website.
- 23.3. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

24. Monitoring and review

- 24.1. The policy is reviewed on an annual basis; any changes made to this policy will be communicated to all members of staff.
- 24.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.
- 24.3. The next scheduled review date for this policy is November 2020.