

At Allanson Street Primary School, we give every child the life chances they deserve regardless of their starting point or the obstacles they may encounter.

Children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready and willing to make a positive contribution to the world.

Basic needs fulfilled

Relationships

Outstanding teaching and learning

Authentic, high quality curriculum

Development of core values

Family and community engagement

Aspirations



## SEND Policy

Written By: Allanson Street Primary

Issue Date: Summer 2023

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Signed.....Date..... (Head Teacher)

Signed.....Date..... (Chair)

## Introduction

At Allanson Street Primary School, we are committed to providing the conditions and opportunities which enable any child with SEND to be included fully in all aspects of school life. This document supports our vision for all children:

*At Allanson Street Primary School, we give every child the life chances they deserve regardless of their starting point or the obstacles they may encounter.*

*Children leave us well equipped with the knowledge, skills and values needed to become happy, confident, productive citizens ready, willing and able to make a positive contribution to the world.*

We achieve this vision through our drive to provide a completely inclusive school that values every individual and celebrates the diversity of our community.

Allanson Street Primary School values all children and celebrates diversity of experience, interest and achievement. We endeavour to raise the aspirations and expectations for all children.

Every child has the right to a broad and balanced education, including extra-curricular activities and full access to the National Curriculum. We work in close partnership with parents and/or carers who play an active and valued role in their child's education.

Through our provision and partnership working, we ensure that every child experiences success, recognition and builds their self-esteem in order to progress to the next stage in their learning journey confident in their ability to reach their full potential.

## Statement of Intent

This policy outlines the framework that we adhere to in order to meet our statutory duty and principal equality values to provide a high-quality education which meets the needs of all of our children, including children with SEND.

Through successful implementation of this policy, we aim to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between children with SEND and children without SEND.

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

- The involvement of children and their parents / carers in decision-making
- The early identification of children's needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of children with SEND

- Greater choice and control for children and their parents / carers over their support
- Successful preparation for adulthood, including independent living and employment

### Core Aims

At Allanson Street Primary School, our core aims are to:

- Provide the best possible education for all children including those with SEND, within a supportive and caring community equipping them with the attitude, skills, values and abilities to cope with a rapidly changing world.
- Ensure that there is no discrimination in relation to those with SEND.
- Encourage all staff to have realistic but high expectations of themselves as teachers of SEND children.
- Encourage all children with SEND to have high expectations of themselves.
- Feel confident that all staff are supported through professional development opportunities to understand and provide a high quality education for the SEND pupils/students
- Ensure that those with SEND feel safe within their learning environment and that where children have concerns they feel confident and able in raising these with staff.
- Provide reasonable adjustments to the fabric of the building wherever necessary to meet the needs of the those with a disability in relation to bespoke individual need or through strategic accessibility planning.
- Ensure that special educational needs and disabilities (SEND) are identified at the earliest point with support routinely put in place quickly.
- Regularly monitor academic progress, attendance and records of bullying incidents concerning children with SEND.
- Feel confident that our SEND pupils/students have reached their full potential,
- Ensure that up to date national and local legislation or guidance is adhered to and implemented.
- Ensure that the SENDCo is adequately supported in order to fulfil the leadership and management role.
- Work well alongside specialists, services and agencies to meet the individual need of the SEND pupil/student and family,
- Work well alongside parents/carers to allow them to feel equal in meeting their child's needs and to ensure that they feel confident that their child is educated and cared for appropriately.
- Ensure that pupil voice is embedded in practice and that reasonable adjustments are made to allow those with SEND to have a voice.

## Legal framework

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

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

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

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

## Identifying SEND

The school has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the senior leadership team, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected 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
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

### Definitions

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

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The school reviews how well equipped we are to provide support across the following areas:

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

### Communication and interaction

Children 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:

- Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every child 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.

The SENDCO will work with children, parents and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

### Cognition and learning

Children with learning difficulties may require support – the school will offer increased levels of adult learning support where necessary.

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

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

#### [Social, emotional and mental health \(SEMH\) difficulties](#)

Children 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 a Social, Emotional and Mental Health principles to support pupils with these difficulties.

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

#### [Sensory or physical needs](#)

Impairments that prevent or hinder children 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.
- A child with a disability is covered by the definition of SEND if they require special educational provision.

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

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

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

## Objectives

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

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND

## Roles and responsibilities

The governing board will be responsible for:

- Ensuring that the parents / carers of children with SEND are kept abreast of amendments to policies which affect them.
- Ensuring that effective provision is in place for all children with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENDCO and having responsibility for coordinating provision for children with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Ensuring that reasonable adjustments are made for children with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that children with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Pupil Equality, Equity, Diversity and Inclusion Policy.
- Preparing the arrangements for the admission of children with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on children with SEND, including on their mental health and wellbeing.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support children at school with medical conditions, in line with the school's Medical Needs Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

The headteacher will be responsible for:

- Ensuring that those who are teaching or working with children with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review childrens' progress during the academic year.
- Ensuring that the SENDCo has sufficient time and resources to carry out their role.
- 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 children are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for children 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 children.
- 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 children with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for children with SEND.
- Consulting health and social care professionals, children and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, in line with maintaining pupil confidentiality.
- Ensuring that the SENDCo is provided with training, with an emphasis on mental health, on a biannual basis.

The SENDCo will be responsible for:

- Collaborating with the governing board 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.
- The day-to-day operation and implementation of the SEND policy.



- Coordinating the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaising with the parents of children 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 children 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.
- Informing the parents of children with SEND, who do not have an EHC plan, that SEND provision is being made.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a child's particular strengths and weaknesses, and advising on effective implementation of support.

The Designated Safeguarding Lead will be responsible for:

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENDCo where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.

- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving.
- Ensuring every child 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 children with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable children with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

### Early years children with SEND

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

The school will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- The SENDCo, along with the EYFS SEND Lead, is responsible for coordinating SEND provision.

- Parents are informed when the school makes special educational provision for their child.

### 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 SENDCo, designated teachers will work 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**

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

The school will consider the child within the context of their home, culture and community.

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

The school appreciates having EAL is not equated to having learning difficulties. At the same time, when children with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

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 or arise from SEND.

### Involving pupils and parents in decision-making

Parents / carers of children with SEND will be encouraged to share their knowledge of their child; the headteacher and SENDCo will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents / carers 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 child involved.

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

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

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

### 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.

Provision Agreement 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 child has an EHC plan.

### Graduated approach

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

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

## Assessment

The school will, in consultation with the child'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 meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

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.

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

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

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

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

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

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

## Training

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. 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 SENDCo participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

### EHC plans

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

Where the LA provides a child with an EHC plan, the school will involve the parents and the child in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

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

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

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

All reasonable provisions will be taken 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 short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another. If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-

assessment of a child 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.

The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the child is transferring there, for the setting to develop an individual learning plan. The school will take steps to ensure that children and parents are actively supported in developing and reviewing EHC plans.

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

The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

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

### Reviewing the EHC plan

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 parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

## Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment due to their increased vulnerability and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there may be additional barriers to recognising abuse and neglect in this group of children. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Relationship and Behaviour Policy and, where relevant, a child's Positive Handling Plan.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

## Transferring between different phases of education

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

The key transfers are as follows:



- Early years provider to school
- Primary school to secondary school

### Data and record keeping

The school's records 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 via the Planning and Consultation process on a termly basis.

All information will be kept in accordance with the school's Records Management Policy and 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 the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

### Publishing information

The school will publish information on the school website about the implementation of this policy. The governing board will publish details of the SEND information report on the school website.

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

### Monitoring and review

The policy is reviewed on a biannual basis by the Headteacher and SENDCo in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

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

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

### Linked Policies

Teaching and Learning  
Assessment  
Safeguarding and Child Protection  
Equality  
Medical Needs  
All curriculum policies