



PHILIP MORANT

SCHOOL & COLLEGE

SEND Policy

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2	annual review	SHR	Feb 2022
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4	minor amendments to staff roles, addition of total safety section 7 and Appendix 1	IGE / MBN	Feb 2024
5	annual review, minor amendments to bring into line with current terminology, addition of tasks timeline for audiology procedures	IGE	Dec 2024

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Statement of intent

The Philip Morant School & College 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.

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.

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

- Eliminate discrimination.
- Promote equal opportunities.
- Ensure excellent progress.
- Foster good relationships between pupils with SEND and pupils without SEND.

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

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 (2020) '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:

- Admissions Policy
- Equal Opportunities Statement
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy

2. Identifying SEND

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

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

2.3. Progress will be characterised using the following stipulations:

- Progress is below national expectations, at national expectations or above national expectations
- 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

2.4 The level of support your child receives will be in line with their level of need. This will be detailed in our Inclusion Register as SEN, Additional and Monitoring.

3. Definitions

3.1. 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 in impairment mainstream schools or mainstream post-16 institutions.

3.2. 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.

3.3. 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

3.4. 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.

3.5. 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.

- 3.6. The **SENCO** will work with pupils, parents and language and communication experts (where necessary) and disseminate information to classroom teachers to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

- 3.7. Pupils with learning difficulties may require additional provision – the school will offer this, as appropriate.
- 3.8. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The **SENCO** will ensure that any provision offered will be suitable to the needs of the pupil.
- 3.9. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 3.10. 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.
- 3.11. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a programme of support, as appropriate.

Sensory or physical needs

- 3.12. Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:
- Some conditions can be age-related and can fluctuate over time.
 - A pupil with a disability is covered by the definition of SEND if they require special educational provision.

At The Philip Morant School & College we have 2 Specialist VI HLTA's who will ensure that students with visual impairments needs are met.

At The Philip Morant School & College we also have a Teacher of the Deaf who will ensure that deaf students' needs are met.

- 3.13. 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
- Tattoos and piercings

4. Objectives

4.1. The school aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- To monitor the progress of all pupils to aid the earliest possible identification of SEND.

5. Roles and responsibilities

5.1. The **governing body** will be responsible for:

- Communicating with pupils with SEND and their parents when drawing up policies that affect them.
- Identifying, assessing and making provision for all pupils 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 SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for CIC, where appropriate.
- 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 an **Equal Opportunities Statement**.
- Preparing the arrangements for the admission of pupils 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 pupils with SEND, including on their mental health and wellbeing.
- Approving the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information, setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan on the school's website.

- 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 pupils at school with medical conditions, in line with the school's **Supporting Pupils with Medical Conditions 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.
- Approving the SEND information report and publishing it on the website.

5.2. The **Headteacher** will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the **SENCO** has sufficient time and resources to carry out their functions.
- Providing the **SENCO** with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the **governing body** in appointing a designated teacher for CIC, who will work closely with the **SENCO** to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Consulting health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.

- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the **SENCO** is provided with training, with an emphasis on mental health, on an **annual** basis.

5.3. The **SENCO** will be responsible for:

- Collaborating with the **governing body** and **Headteacher**, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the **Headteacher** to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- 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.
- Drawing up and regularly reviewing One Page Profiles and One Plans.
- Liaising with the relevant, designated teacher where an CIC 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 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.
- Drawing up a one-page profile of a pupil with SEND.
- 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 pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the **HeadTeacher**, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities
- Providing 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.

5.4. **Classroom teachers** will be responsible for:

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

6. Children with specific circumstances

CIC

- 6.1. 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. (Child in Care.)
- 6.2.** The school has a designated member of staff for coordinating the support for CIC.
- 6.3. Where that role is carried out by a person other than the SENCO, designated teachers should 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

- 6.4. The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- 6.5. It is necessary to consider the pupil within the context of their home, culture and community.
- 6.6. 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.

- 6.7. 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.
- 6.8. 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.

7. Total Communication

7.1 Rationale

At Philip Morant School we believe that every student deserves to have a 'voice' and can develop a range of methods to convey their wants, opinions, feelings and needs. We work with a range of external and internal professionals to ensure that all student's communication needs are met and developed.

7.2 Communication can be defined as a meaningful interaction between two or more individuals to request, resist, choose, comment and develop social relationships. Our vision is that all students will establish a system of expressive and receptive communication in whatever form is appropriate to them. Methods of communication can take many forms and be one or a combination of the following:

- Speech
- British Sign Language (BSL)
- Sign Supported English (SSE)
- Body Language
- Facial expressions
- Eye Contact
- Gestures and Pointing
- Picture Exchange Communication System (PECS)
- Use of Visual Support Systems

7.3 Aims

7.3.1 To respect each student's communication preference and ability and their right to communicate and have a 'voice'

7.3.2 To meet the communicative needs of every student using a Total Communication Approach which is personal to them

7.3.3 To create an environment where students, staff and visitors can communicate with each other effectively through a range of means

7.3.4 To enable students to reach their language and communication potential through intervention based on targets reviewed through the One Planning Cycle.

7.4 Interventions and Approaches

7.4.1 Speech and Language Therapy

External Speech and Language Therapists works with students to identify areas to improve on their spoken and written communication. This feeds into their EHCP and One Planning to

set targets, monitor and assess progress. Speech and Language Therapy can target a range of difficulties including speech production, social communication, grammar and vocabulary, reading comprehension.

7.4.2 British Sign Language Tutoring

Our students who use BSL as their primary language or as a further communication method work with our external BSL tutor. Where appropriate this can lead to them receiving BSL qualifications, for other students this is an ongoing process to aid communication. Our BSL tutor works closely with the EPDS staff and Speech and Language Therapists to set targets which are relevant to the students.

7.4.3 Picture Exchange Communication System (PECS)

For students who find communication particularly challenging, PECS can provide access to simple and direct communication. This can be used as a starting point to encourage students to develop their communication skills and build relationships with staff while enabling them to make and receive requests.

7.4.4 Colourful Semantics

Colourful Semantics is a strategy to improve written language, in particular word order. Once this has been taught to the students in an intervention it can be a useful tool in lessons to support students in writing sentences and extending these to longer pieces of writing.

7.4.5 Cued Speech

Cued Speech is a visual phonics system which gives students who are unable to hear the individual sounds of a word access to the phonemes. This is useful in supporting spelling as well as teaching grammatical rules such as prefixes and suffixes.

8. Admissions

8.1. 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.
- Not refusing admission for a child who does not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

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

9. Involving pupils and parents in decision-making

- 9.1. 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.
- 9.2. Parents will always be formally notified when the school provides their child with SEND support.
- 9.3. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.
- 9.4. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.
- 9.5. 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 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 on the overall approach.
- 9.6. If your child is on our SEN Register , you will have the opportunity, **at least twice in** an academic year, to meet and to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

10. Joint commissioning, planning and delivery

- 10.1. 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.
- 10.2. The school will work closely with local education, health and social care services to ensure pupils get the right support.
- 10.3. 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).
- 10.4. The school will draw on the wide range of local data-sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges/sources of health inequalities.

10.5. The Trust's **Data Protection Policy** will be adhered to at all times.

10.6. 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.

10.7. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

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

11. Funding

11.1. 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.

11.2. 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.

12. Local Offer

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

- **Collaborative:** The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also co-operate with those providing services.
- **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 (for example by broad age group or type of special educational provision). 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.

13. Graduated approach

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

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil'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 **SENCO**.
- Reviewing the effectiveness of the interventions, and making any necessary revisions.

14. Assessment

14.1. 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.

14.2. 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.

14.3. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

14.4. 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 and achieve desired outcomes.

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

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track their 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.

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

14.7. 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

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

15. Training

15.1. 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.

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

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

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

15.5. During staff induction, all staff will receive SEND training.

15.6. 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
- Restraining 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

16. Promoting mental health and wellbeing

16.1. The school will provide guidance to support our young people's Social, Emotional and Mental Health.

16.2. The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn.

16.3. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

16.4. A **child psychologist** will be available where a pupil requires such services.

- 16.5. Where appropriate, the school will support parents in the management and development of their child.
- 16.6. In school interventions, where appropriate, will be used to encourage and support pupils suffering with SEMH difficulties.
- 16.7. 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.
- 16.8. 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 educational one-to-one support for the pupil.
 - One-to-one or small group therapeutic work with the pupil, delivered by mental health specialists.
 - An Individual Healthcare Plan. All schools must comply with the statutory duty of caring for pupils with medical needs.
 - Providing professional mental health recommendations, e.g. regarding medication.
 - Family support and/or therapy, upon the recommendation of mental health professionals.
- 16.9. The school will also consider whether disruptive behaviour is a manifestation of SEMH needs.
- 16.10. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

17. EHC plans

- 17.1. The school will fully cooperate with the LA when research about the pupil is being conducted.
- 17.2. The school will provide the LA with any information or evidence needed.
- 17.3. All relevant teachers will be involved in contributing information to the LA.
- 17.4. If the school decides to implement an EHC plan, the parents and the pupil will be informed, including the reasons for this decision.
- 17.5. 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.
- 17.6. 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 pupil's outcomes can be met through the school's existing provision.
- 17.7. 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.

- 17.8. The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process unless it is evident that the school is unable to meet the student's needs as stated in the EHC plan.
- 17.9. 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.
- 17.10. All reasonable provisions will be taken by the school to provide a high standard of education.
- 17.11. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- 17.12. The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
- 17.13. The school will ensure that each pupil's EHC plan includes the statutory sections outlined in the 'SEND Code of Practice: 0 to 25 years', labelled separately from one another.
- 17.14. 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 body** or **Headteacher** 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.
- 17.15. The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.
- 17.16. 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.
- 17.17. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.
- 17.18. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- 17.19. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.
- 17.20. 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.

18. Reviewing the EHC plan

- 18.1. 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 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 regards to the EHC plan.

19. Transferring between different phases of education

- 19.1. 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.
- 19.2. 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.
- 19.3. The key transfers are as follows:
 - Primary school to secondary school
 - Secondary school to another secondary provision
 - Secondary school to post 16 provision
- 19.4. For pupils moving from secondary school to a post-16 institution 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.

20. SEND tribunal

- 20.1. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

- 20.2. In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.
- 20.3. 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.
 - Where necessary, the **Headteacher** will make the relevant parties aware of the disagreement resolution service.
 - Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.
- 20.4. 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'.
- 20.5. 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.
- 20.6. If disagreements are not resolved at a local level, the case will be referred to the ESFA.
- 20.7. The school will fully cooperate with the LA by providing any evidence or information that is relevant.
- 20.8. 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.

21. Supporting successful preparation for adulthood

- 21.1. 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.
- 21.2. The school will engage with secondary schools and FE providers, as necessary, to help plan for any transitions.
- 21.3. The school will transfer all relevant information about pupils to any educational institution that they are transferring to.
- 21.4. 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.
- 21.5. 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.
- 21.6. The school will ensure that it meets its duty to secure independent, impartial careers guidance for pupils in Years 8-13, including:

- Discussing preparation for adulthood in planning meetings with pupils and parents from Year 8.
- Helping pupils and their families prepare for the change in legal status once a pupil is above compulsory school age.
- 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.
- Securing access to independent, face-to-face support for pupils with SEND to make successful transitions.

21.7. 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.

22. Data and record keeping

22.1. 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.

22.2. The school keeps data on the levels and types of need within the school and makes this available to the LA.

22.3. 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'.

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

23. Confidentiality

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

24. Resolving disagreements

24.1. The school is committed to resolving disagreements between pupils and the school.

24.2. In carrying out of duties, we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our **Complaints Policy**, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

24.3. The school's **Complaints Policy** will be published on the school's website.

25. Publishing information

25.1. The school will publish information on our website about the implementation of the SEND Policy.

25.2. The **governing body** will publish details of the SEND Information report on the website.

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

26. Monitoring and review

26.1. 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.

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

26.3. The next scheduled review date for this policy is due by **February 2026**

Appendix 1

Protocol for Audiology Procedures

Aims

The aim of this protocol is to ensure that all Enhanced Provision student's hearing is managed effectively in order for them to be able to access the school environment. This protocol enables effective communication between the child, parents/carers and professionals. As students' progress through the school, this protocol should also provide them with the skills and understanding needed to be independent in the management of their hearing loss.

Equipment

Tools and Equipment	Spares and Consumables
Sound Level Meter	Batteries
Test Box	Tubing
Phonak Roger Touchscreen Mic Transmitters	Wipes
Receivers	Drying Pot Refills
Acoustic Hoop	
Stetoclip and Attenuator	
Chargers	
Tools	
Scissors	
Puffer	

Tasks

Frequency	Task	Time/Date	Undertaken by
Annual	<ul style="list-style-type: none"> Update Student Audiology Folder - add information about new students 	September	Teacher of the Deaf
	<ul style="list-style-type: none"> Provide training for new staff 	September	Teacher of the Deaf
	<ul style="list-style-type: none"> Share information about new students with all staff 	September	Teacher of the Deaf
	<ul style="list-style-type: none"> Complete AB word test/Functional Listening Evaluation and LIFE-UK questionnaire prior to annual review 	Based on individuals annual review dates	Teacher of the Deaf
	<ul style="list-style-type: none"> Review Audiology Protocol 	July	Enhanced Provision Team and Senior Leadership
	<ul style="list-style-type: none"> Complete an audit of the school and update acoustic mapping 	September	Teacher of the Deaf
Termly	<ul style="list-style-type: none"> Complete LIFE-UK test prior to termly meetings 	Based on individuals annual review dates	Teacher of the Deaf
	<ul style="list-style-type: none"> Attend Children's Hearing Service Working Group meetings to keep knowledge up to date 	Varied once a term	Teacher of the Deaf
	<ul style="list-style-type: none"> Attend Audiology update meetings organised by lead Teacher of the Deaf 	Varied once a term	Teacher of the Deaf
	<ul style="list-style-type: none"> Balance radio aids through test box 	First week of every term	Teacher of the Deaf
	<ul style="list-style-type: none"> Update One Plans following termly meeting to share information with mainstream staff 	Based on individuals annual review dates	Teacher of the Deaf
Half Termly	<ul style="list-style-type: none"> Run hearing aids through test box 	First week of each half term	Teacher of the Deaf
Weekly	<ul style="list-style-type: none"> Support students to carry out 	Timetable	CSWs

	checks on their radio aids and listening equipment, complete Ling sounds test	slot	
Daily	<ul style="list-style-type: none"> Supervise collection of radio aids 	08.15 - 08.50	CSWs
	<ul style="list-style-type: none"> Supervise return of radio aids 	15.00-15.10	CSWs
	<ul style="list-style-type: none"> Wear radio aid as provided by students in each lesson 	Each lesson	Mainstream teachers
As required	<ul style="list-style-type: none"> Update audiology records in response to new information 	N/A	Teacher of the Deaf
	<ul style="list-style-type: none"> Attend training to ensure knowledge is kept up to date 		Teacher of the Deaf
	<ul style="list-style-type: none"> Liaise with external agencies; educational audiologist, clinical audiologist, parents, speech and language therapist 		Teacher of the Deaf
	<ul style="list-style-type: none"> Complete AB word list test following students' audiology appointments 		Teacher of the Deaf
	<ul style="list-style-type: none"> Test new hearing aids using the test box 		Teacher of the Deaf
	<ul style="list-style-type: none"> Order spares and equipment as it runs out 		Teacher of the Deaf
	<ul style="list-style-type: none"> Assist students to troubleshoot issues with radio aids and listening equipment 		CSWs
	<ul style="list-style-type: none"> Inform ToD of any issues with equipment 		CSWs
	<ul style="list-style-type: none"> Monitor students' use of radio aids and inform ToD of any observations 		CSWs / LSAs / Teachers