Diocese of Norwich
St Benet's
Multi Academy Trust

Acorn
PARTNERSHIP

# Special Educational Needs and Disability Policy

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| **Person Responsible:** | **Chief Executive Officer** |

**Our Christian Ethos and Values**

Our academies are open to all and accepting of all regardless of faith. Our passion and ambition are to see children and young people in all our academies achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God.

Our culture is one of high aspiration for all. This is rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. We have a desire to see our academies acknowledged as places of aspiration, high quality learning, achievement and hope making a significant contribution to the communities they serve.

All policies within St Benet's Multi Academy Trust (hereafter referred to as "the Trust"), whether relating to an individual academy or the whole Trust, will be written and implemented in line with our Christian ethos and values.

**Overall accountabilities and roles**

The Trust has overall accountability for all its academies and staff. Through a Scheme of Delegation it sets out the responsibilities of the Trust, its Executive Officers, the Local Governance Committee, and the Headteacher. The Headteacher of each academy is responsible for the implementation of all policies of the Trust.

All employees of the Trust are subject to the Trust's policies.

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**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

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 (2020)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'
- DfE (2020) Engagement Model Guidance STA/20/8553/e
- Norfolk County Council (2024) SEN Information Report Best Practice Guide
- Norfolk County Council (2023) Provision Expected at SEN Support (PEaSS) Guidance
- DfE (2024) 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

NB This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Academy SEND Information Report and the SEND Local Offer: https://www.norfolk.gov.uk/40393

Since 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice has been in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

**Policy Statement**
All pupils/students in the St Benet's family of Academies are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

**The Acorn Partnership (Acle St Edmund & Little Plumstead C of E Primary Academies)** believe that:

- All pupils/students with SEND are entitled to a broad and balanced curriculum that satisfies their individual learning needs by employing realistic and achievable methods.
- Pupils/students learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Academy schools are responsible for meeting the needs of their pupils/students using High Quality, Adaptive Teaching.
- All staff will use their "best endeavours" to meet the pupil/student's needs.

Parents/Carers play an important role in each Academy supporting their child/young person:

- Pupils/students are expected to be active learners and will be consulted alongside their parents/carers to secure their success within each Academy.
- Pupils/students should be educated in a positive, caring and stimulating environment where everyone, including parents/carers, feel valued and are confident the pupils/students can achieve the best outcomes they are capable of.

## 1. Identifying SEND

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

1.2 In determining if a pupil/student may require special educational provision to be made for them, the Academy will consider evidence from a range of sources, which may include, but is not limited to:

- Views of the pupil/student
- Views of parent/carers
- Views of Academy staff
- Assessment and progress data
- Response to support
- Specialist assessment

1.3 The Academy will use this information to determine the level of support that is needed and whether it can be provided by adapting the school's core offer, or whether something different or additional is needed.

1.4 Slow progress and low attainment will not automatically mean a pupil/student is recorded as having SEN.

1.5 Difficulties related solely to limitations in English as an Additional Language (EAL) will not be recorded as SEN.

1.6 Persistent disruptive or withdrawn behaviours, or wider pastoral needs, will not automatically be recorded as SEN.

## 2. Definitions

2.1. For this policy, in accordance with the SEND Code of Practice (2015) a pupil is defined as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely provision that is *'different from or additional to'* that normally available to pupils of the same age.

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

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities generally used by peers of the same age.

2.3 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.

2.4 The Academy recognises that pupils/students who are disabled do not necessarily have SEN, however there is a significant overlap between these two groups and many pupils who are disabled may also be identified as requiring SEN provision.

2.5 Through completion of the Norfolk Inclusion and Provision Self-Evaluation Framework (IPSEF) the Academy reviews how well equipped it is to identify needs and provide support across the 4 broad areas:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and Physical needs (S/P)

**Communication and Interaction**

The Academy recognises that:

2.6. Pupils/students with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

2.7. Pupils/students with Autism Spectrum Disorder (ASD), can have particular difficulties with social interaction.

2.8. 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.

**Cognition and Learning**

The Academy recognises that:

2.9. Pupils/students with cognition and learning difficulties may require additional support to access learning or learn at a slower pace than their peers.

2.10. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).

2.11. Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Pupils may have more than one identified SpLD.

**Social, Emotional and Mental Health (SEMH) difficulties**

The Academy recognises that:

2.12. Pupils/students 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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression.

2.13. Events such as bullying and bereavement can lead to wider mental health difficulties. Such events will not always lead to a pupil/student having SEN but it can impact on their wellbeing and sometimes this can be severe. Provision is made through the Academy's core offer of pastoral support to meet short-term needs. Where there are long-lasting difficulties the Academy will consider whether the child might have SEN.

2.14. SEMH needs include a wide range of disorders including Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and Attachment Disorder (AD) which may or may not require SEN provision.

2.15. The Academy will ensure that provisions and allowances are made for the ways in which these SEMH difficulties can influence the behaviour of pupils/students with SEND within its Behavioural Policy, including how it will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils/students.

**Sensory and/or Physical (S/P) needs**

The Academy recognises that:

2.16. Some pupils/students require reasonable adjustments to be made because they have a Vision Impairment (VI), Hearing Impairment (HI) or Multi-Sensory Impairment (MSI). The Academy will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.

- Some conditions can be met through provision of auxiliary aids and/or reasonable adjustments which enable access to learning.
- Some conditions are more complex and will require SEN provision to be made.

2.17. 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

2.18. Some pupils/students with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

2.19 Pupils/students who have sensory and/or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEN definition, and the SENCo will endeavour to ensure that their provision needs are being met.

2.20. The Academy understands that individual pupils/students often have needs that cut across all four broad areas of need and that pupils' needs may change over time.

## 3. Objectives

3.1. The Academy will meet the core aims of this policy by:

- Following the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- Monitoring the progress of all pupils/students to aid the earliest possible identification of emerging SEND.

## 4. Roles and responsibilities

4.1. The Local Governance Committee should appoint an individual governor to oversee the Academy's arrangement for SEND and act as a link-Governor with the SENCo.

The Trust Board is responsible for regularly monitoring the Trust's policies and procedures, reviewing their impact on pupils/students with SEND, including on their mental health and wellbeing. Through this they should ensure that:

- effective provision is in place for all pupils/students with SEND, whether or not they have an EHCP
- an appropriate member of staff is appointed to be the SENCo, having responsibility for coordinating provision for pupils/students with SEND
- a designated teacher for LAC is appointed, where appropriate
- reasonable adjustments are made for pupils/students with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- the school is taking necessary steps to ensure that pupils/students with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy.

- school leaders are making appropriate arrangements for the admission of pupils/students with SEND and the facilities provided to enable access to the school for pupils/students with disabilities
- an Accessibility Plan, showing how the school intends to improve access over time is developed
- arrangements are in place to support pupils/students at school with medical conditions, in line with the school's Supporting Pupils/students with Medical Conditions Policy
- the school publishes annual information about the arrangements for the admission of pupils/students with SEND, the facilities provided to assist pupils/students with SEND, and the school's Accessibility Plan on the school's website.
- the SEND Information Report is up to date and published on the school's website.
- appropriate complaints procedures are in place which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils/students.
- For any permanent exclusion, headteachers have taken reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. From the sixth day, suitable, full-time education of a pupil with SEND, in line with their EHCP is transferred to the responsibility of the Local Authority.

4.2. The Headteacher will be responsible for:

- Ensuring pupils/students have access to High Quality Teaching (HQT) and where suitable, targeted intervention in small groups or individually.
- Ensuring that those who are teaching or working with pupils/students with SEND are aware of their needs and have provision in place to meet them.
- Ensuring that teachers monitor and review pupils/students' progress during the academic year.
- Cooperating with the LA during annual EHCP reviews: https://www.norfolk.gov.uk/-/media/norfolk/downloads/children-and-families/send/information-for-professionals/ehcp-annual-review/ehcp-annual-review-toolkit.pdf
- Ensuring that the SENCo has sufficient time and resources to carry out their duties.
- Providing the SENCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the local governance committee in appointing a designated teacher for LAC, who will work closely with the SENCo to ensure that the needs of the pupils/students are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils/students at risk of underachievement, as part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils/students.
- 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/students with SEND.
- Ensuring that, if an EHC needs assessment is needed, pupils/students with SEND and their parents/carers are actively supported in contributing to the needs assessment.

- If a pupil has an EHCP, ensuring that the pupil/student and their parents/carers are actively included when developing and reviewing the EHCP.
- Establishing and maintaining a culture of high expectations and including pupils/students with SEND in all opportunities available to other pupils/students.
- Ensuring that the approach to the curriculum includes a clear focus on how it is made accessible for pupils/students with SEND.
- Consulting health and/or social care professionals, pupils/students, and parents/carers to ensure the needs of pupils/students with medical conditions are effectively understood and supported.
- Keeping parents/carers and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the Trust's Data Protection Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national and local data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils/students' mental health and wellbeing.
- Ensuring that the SENCo is provided with appropriate training to fulfil the role.

4.3. The SENCo will be responsible for:

- Collaborating with the local governance committee and headteacher, as part of the SLT or Extended 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/students with SEND, including those with EHCPs.
- Liaising with the relevant, designated teacher where LAC have SEND.
- Advising on a graduated approach to provide SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils/students' needs effectively.
- Liaising with the parents/carers of pupils/students with SEND as necessary.
- 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/students and their parents are informed about the options, and a smooth transition is planned.
- Ensuring there is a SEN Support Plan in place for each pupil with SEND.
- Providing professional guidance to colleagues where appropriate.
- 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/students 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/students with SEND up-to-date, in line with the Trust's Data Protection Policy.
- Working with teachers to inform the parents/carers of pupils/students with SEND, who do not have an EHCP, 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 and local data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Contributing to training for class/subject teachers and learning support assistants.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of provision.
- Preparing the annual SEN Information Report for review and publication by the Local Governance Committee.

4.4. Teachers will be responsible for:

- Planning and reviewing support for pupils/students with SEND on a graduated basis (Assess, Plan, Do, Review), in collaboration with parents/carers, the SENCo and, where appropriate, the pupils/students themselves.
- Setting high expectations for every pupil 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 pupil achieving.
- Being accountable for the progress and development of the pupils/students in their class.
- Employing a range High Quality, Adaptive Teaching strategies to support pupil/students' access to learning.
- Making reasonable adjustments for pupils/students where necessary.
- Being aware of the needs, outcomes sought, and support provided to any pupils/students with SEND they are working with.
- Understanding and implementing targeted adjustments, support and/or resources to support pupils/students with SEND.
- Implementing provision as set out in a pupil/student's EHCP, 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 and SENCo.

## 5. Children with specific circumstances

### Looked After Children (LAC)

5.1. Pupils/students 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.

5.2. The Academy recognises that pupils/students who are looked after are more likely to have SEND, and it is likely that a significant proportion of them will have an EHCP.

5.3. The Academy has a designated member of staff for coordinating the support for LAC.

5.4. Where that role is carried out by a person other than the SENCo, designated teachers will work closely with the SENCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

**English as an Additional Language (EAL)**

5.5. The Academy will give particular care to the identification and assessment of the SEND of pupils/students whose first language is not English.

5.6. The Academy will consider the pupil/student within the context of their home, culture and community.

5.7. Where there is uncertainty about an individual pupil/student, the Academy will make use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements where they exist.

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

5.9. The Academy will look carefully at all aspects of a pupil/student's performance in different subjects/areas of development to establish whether lack of progress is due to limitations in their command of English or if it may arise from SEND.

## 6. Admissions

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

- Not refusing admission for a pupil/student whereby the Academy is the named Education Setting in Section I of their EHCP.
- Not refusing admission for a child with SEND, solely because they do not have an EHCP.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHCP.

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

## 7. Involving pupils/students and parents/carers in decision-making

7.1. Parents/Carers of pupils/students with SEND will be 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 as appropriate.

7.2. Parents/Carers will be formally notified when the Academy identifies their child as requiring SEND support.

7.3. Decisions on whether the Academy will commission additional specialist provisions will be discussed with parents/carers and, when appropriate, the pupil involved.

7.4. Decisions about education will not unnecessarily disrupt any health treatment underway.

7.5. The planning that the Academy implements will help parents/carers and pupils/students with SEND express their needs, wishes and goals, and will:

- Focus on the pupil/student as an individual, not allowing their SEND to become a label.
- Be easy for pupils/students and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil/student's strengths and capabilities.
- Enable the pupil/student, 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.
- Personalise support to the needs of the individual.
- Where possible, bring together relevant professionals to discuss and agree together the overall approach.

7.6. The class teacher, supported by the SENCo, will meet with pupils/students and their parents/carers at least three times per academic year to set clear outcomes, review progress, discuss provision and support, and identify parental responsibilities.

## 8. Joint commissioning, planning and delivery

8.1. The Academy is committed to ensuring that pupils/students with SEND can achieve their ambitions and the best possible educational outcomes, as well as other long-term opportunities, such as securing employment and living as independently as possible.

8.2. The Academy will work closely with local education, health and social care services to help pupils/students access the right support at the right time.

8.3. The Academy will assist 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).

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

8.5. Where pupils/students with SEND also have a significant medical condition, their provision will be planned and delivered in coordination with their Individual Healthcare Plan (IHP).

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

## 9. Funding

9.1. The Academy will allocate the appropriate amount of delegated funding for the SEND provision of its pupils/students each academic year.

9.2 Academies will follow the current LA funding process and guidelines, in order to access Element 3 or 'top up' SEND funding, which should be read in line with this policy.(Element 3 Funding 2025-26 - Introduction - Norfolk Schools and Learning Providers - Norfolk County Council).

**10. Local Offer**

10.1. The Academy's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is collaborative, accessible, comprehensive and up-to-date.

10.2. The Academy will provide the LA with information about their existing SEND provision and capabilities to support pupils/students with SEND to aid in the drafting of the Local Offer, where required, through submission of the IPSEF, INDES and Community Directory information.

**11. Graduated approach**

11.1. Once a pupil with SEND has been identified, the Academy will employ a graduated approach to meet the pupil's needs following the 4-part cycle of:

- Assess: Establishing a clear assessment of the pupil/student's needs.
- Plan: Planning the adjustments, support and/or interventions to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- Do: Implementing the provisions, with the support of the SENCo as needed.
- Review: Reviewing the effectiveness of the provision alongside the pupil/student and their parents/carers and making any necessary revisions.

**12. Assessment**

12.1. The Academy will, in consultation with the pupil/student's parents/carers, request a statutory Education, Health and Care Needs Assessment (EHCNA), where despite having taken reasonable steps to identify and meet the SEND of a pupil, they have not made the expected progress and their needs cannot be met through the resources normally available within the school.

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

12.3. In tracking the learning and development of pupils/students with SEND, the Academy will:

- Take seriously the concerns and insights of the pupil/student and their parents/carers.
- Set pupils/students challenging but achievable targets.
- Track pupils/students' progress towards these outcomes.
- Review the impact of additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence available.

12.4. Where a pupil/student continually makes little or no progress, despite accessing high-quality adaptive teaching and targeted support, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists.

**13. Training**

13.1. Staff members will keep up-to-date with any necessary training, which will be coordinated by the SENCo, and may be delivered by external agencies, where appropriate.

13.2. Training will cover both the mental and physical needs of pupils/students with SEND.

13.3. Training offered will be delivered to ensure equality, diversity, understanding and tolerance.

13.4. During staff induction, all staff will receive SEND training, suitable to their role.

**14. Promoting mental health and wellbeing**

14.1. The Academy will ensure that there is a focus on promoting pupils/students' resilience, confidence and ability to learn in subjects across the curriculum.

14.2. Positive classroom management will be implemented to promote positive behaviour, social development and high self-esteem.

14.3. Specialist services will be sought where a pupil/student requires access to specialist mental health provision, where this is available.

14.4. Where appropriate, the Academy will support parents/carers in the management and development of their child's social, emotional and wellbeing needs.

14.5. When in-school intervention is not appropriate or available, commissioning of specialist services will be considered. The Academy will continue to support the pupil/student as best it can.

14.6. For pupils/students with complex difficulties, in-school support may include:

- Supporting the pupil/learner's teachers to develop strategies to manage the pupil/student's behaviour.
- Alternative Provision for the pupil/student.
- One-to-one therapeutic work with the pupil/student, delivered by a mental health specialist or an external alternative provision where appropriate and accessible.

**15. Education, Health and Care Plans (EHCPs)**

15.1. The school will cooperate with the LA when evidence gathering about the pupil is being conducted.

15.2. The school will provide the LA with any information or evidence needed that is available.

15.3. All relevant teachers will be involved in contributing information to the LA.

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

15.5. The Academy will meet its duty to provide views on a draft EHCP within 15 days.

15.6. If the decision is taken not to issue an EHCP, the Academy will consider and implement as appropriate, the recommendations of feedback from the LA regarding how the pupil/student's outcomes can be met through the school's existing provision.

15.7. The Academy will admit any pupil that names the school in an EHCP or EHC needs assessment process, following the full consultation process.

15.8. The Academy will ensure that all those teaching or working with a pupil named in an EHCP are aware of the pupil's needs and that arrangements are in place to meet them.

15.9. All reasonable provisions will be taken by the school to provide a high standard of education for pupils with an EHCP.

15.10. Staff will be briefed about any potential problems and a procedure will be put into place to deal with potentially challenging situations e.g. through a Risk Management Plan.

15.11. The Academy will specify short-term, small step targets sought for a pupil/student linked to their long-term EHCP outcomes.

15.12. If a pupil's needs significantly change, the Academy will request a re-assessment of an EHCP.

15.13. The Academy will ensure that any EHCP information and SEND Support is kept in accordance with the Trust's Data Protection Policy and disclosed on a need-to-know basis.

15.14. Information regarding a pupil/students' EHCP will only be shared with other educational settings if the pupil is transferring there, to help the setting to plan resources.

15.15. The Academy will take steps to ensure that pupils/students and parents/carers are actively supported in developing and reviewing the EHCP.

15.16. Where necessary, the Academy will provide support from an advocate to ensure the pupil/student's views are heard and acknowledged.

**16. Reviewing the EHCP**

16.1. The Academy 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 four weeks' notice of the date of the meeting, where practicable.
- Contribute any relevant information and recommendations about the EHCP to the LA.
- Lead the review of the EHCP, if requested, in order to create the greatest confidence amongst pupils/students and their parents/carers.
- 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 or as soon as possible if received after this.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and proposed amendments to the EHCP.
- Provide the LA and parents/carers with any evidence to support the proposed changes, giving those involved at least 15 days to comment and make representations.

- Clarify to the parents/carers and pupil/student that they have the right to appeal the decisions made in regard to the EHCP and support them in this process as needed.

**17. Safeguarding**

17.1. The Academy recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils/students 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, neglect and sexual violence or harassment.

17.2. The Academy recognises that there are additional barriers to recognising abuse and neglect in this group of pupils/students. These barriers include, though are not limited to, any communication difficulties the pupil/student may experience, and the common assumption that indicators of possible abuse are related to the pupil/student's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

17.3. The Trust will ensure that the Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse.

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

**18. Transferring between different phases of education**

18.1. EHCPs will be reviewed and amended in sufficient time prior to a pupil/student moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

18.2. 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.

18.3. The key transfers are as follows:

- Early years provider to school
- Infant school to junior school
- Primary school to secondary school
- Junior school to secondary school

**19. SEND tribunal**

19.1. All disagreements about an EHCP will be attempted to be resolved as quickly as possible, without the pupil/student's education suffering.

19.2. In all cases, the Trusts written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

19.3. Following a parent/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil/student, the Academy will contact the LA to seek disagreement resolution advice, regardless of whether an EHCP is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- EYFS Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

19.4. The Academy will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

19.5. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the Academy.

19.6. If disagreements are not resolved at a local level, the case will be referred to the DfE.

19.7. The Academy will fully cooperate with the LA by providing any evidence or information that is available.

**20. Supporting successful preparation for adulthood**

20.1. The Academy will ensure that pupils/students are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

20.2. The Academy will engage with secondary schools, as necessary, to help plan for any transitions.

20.3. The Academy will transfer all SEND files about pupils/students to the educational setting that they are transferring to within 15 days of receipt of confirmation that the pupil/student is registered at another school.

20.4. In accordance with the IRMS Toolkit for schools, no paper or digital copies of the pupil/student's SEND file will be retained by the Academy.

20.5. If a pupil/student is leaving the Academy to be home-schooled, the Academy will contact the LA to identify where their SEND files should be transferred to.

20.6. If it is in the best interest of the pupil/learner, the Academy may commission alternative provision, in line with any EHCPs in place, for pupils/students who face significant barriers to participate in mainstream education.

20.7. The Academy will take an active role in preparing pupils/students with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE, FE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

20.8. The Academy's Careers Policy will include details on how the Academy will work with pupils/students with SEND to ensure they are prepared for the workplace.

**21. Data and record keeping**

21.1. The Academy's records will:

- Include details of SEND, outcomes, action, provision and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils/students.
- Maintain an accurate and up-to-date record of pupils/students identified with SEND.
- Show all the provisions the Academy makes which is different or additional to that offered through the school curriculum on a Graduated Provision Map.

21.2. The Academy keeps data on the levels and types of need within the school and makes this available to the LA, through submission of the termly Census.

21.3. The SEND Information Report (SIR) will be prepared by the SENCo and approved Local Governance Committee. This will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'. As appropriate, it will also follow the LA best practice guidelines issued in January 2021: https://www.norfolk.gov.uk/-/media/norfolk/downloads/children-and-families/send/education-and-training-0-25/sen-information-report-best-practice-guide-2021.pdf

21.4. All information will be kept in accordance with the Trust Data Retention Policy and Data Protection Policy.

**22. Confidentiality**

22.1. The Academy will not disclose any EHCP without the consent of the pupil's parents/carers, 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 Local Authority as part of INDES submissions
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

**23. Publishing information**

23.1. The school will publish information on the school website about the implementation of this policy, in the form of the SEND Information Report (SIR).

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

**24. Monitoring and review**

24.1. The policy is reviewed annually by the Trust Board; any changes made to this policy will be communicated to all members of staff, parents/carers of pupils/students with SEND, and relevant stakeholders.

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

## Appendix 1 – SEND Acronyms

| | |
|---|---|
| AD | Attachment Disorder |
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| AP | Alternative Provision |
| APDR | Assess, Plan, Do, Review (Graduated Approach) |
| ASD | Autistic Spectrum Disorder |
| C&I | Communication & Interaction |
| C&L | Cognition & Learning |
| DfE | Department for Education |
| DSL | Designated Safeguarding Lead |
| EAL | English as an Additional Language |
| EHCNA | Education Health and Care Needs Assessment |
| EHCP | Education Health and Care Plan |
| EYFS | Early Years Foundation Stage |
| FE | Further Education |
| HE | Higher Education |
| HI | Hearing Impairment |
| HQT | High Quality Teaching |
| IHP | Individual Healthcare Plan |
| INDEs | Individual Needs Descriptors |
| IPSEF | Inclusion and Provision Self Evaluation Form |
| IRMS | Information & Records Management Society |
| LA | Local Authority |
| LAC | Looked After Child(ren) |
| MLD | Moderate Learning Difficulty |
| MSI | Multi-Sensory Impairment |
| PEaSS | Provision Expected at SEN Support |
| PD | Physical Disability |
| PMLD | Profound and Multiple Learning Difficulties |
| SEMH | Social, Emotional and Mental Health |
| SEN | Special Educational Needs |
| SENCO | Special Educational Needs Coordinator |
| SEND | Special Educational Needs and Disabilities |
| SIR | SEND Information Report |
| SLCN | Speech, Language and Communication Needs |
| SLD | Severe Learning Difficulties |
| SLT | Senior Leadership Team |
| S/P | Sensory and/or Physical |
| SpLD | Specific Learning Difficulty |
| VI | Visual Impairment |