

# Hope SENTAMU

## LEARNING TRUST

### SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

THIS POLICY APPLIES TO THE HOPE SENTAMU LEARNING TRUST BOARD, THE CENTRAL TEAM, AND ALL TRUST SCHOOLS/ACADEMIES

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## Policy Updates

Date	Page	Policy Updates
December 2021	New policy	
February 2023	4	Additional paragraph added to 'Our Vision for SEND Provision'
February 2023	17	Section 20.3 - links for Local Offer added
October 2023	Whole policy	Updated inline with the new Scheme of Delegation
January 2024	5	1 - Legal framework updated to reflect current legislation and applicable Trust policies
January 2024	6	2.1 - Bullet point added re: successful transitions into the workplace or further/higher education
January 2024	9	5.3-5.4 - Points updated re: safeguarding procedures for pupils with SEND and other additional needs
January 2024	13	13 - Section updated to reflect how EHC plans should be reviewed
October 2024	5	1 - Legal Framework updated to reflect current legislation, guidance and applicable Trust Policies
October 2024	7	3.4 - 3.5 - Responsibilities including training updated for SENCO
January 2025	4	Introduction - New section added in line with other Trust policies
January 2025	12	9.6 - 9.7 - New points added regarding out-of-cohort entry

## Introduction

Hope Sentamu Learning Trust is an inclusive and collaborative Church of England multi-academy trust serving church, community and alternative provision schools. This policy is guided by our Christian ethos and the visions of our Trust and its schools/academies. We share a clear vision – to create schools where children and young people thrive, as we help them prepare to live life in all its fullness (John 10:10).

For us, a place to thrive means much more than a place simply to be comfortable. Instead, our aim is to develop schools and an educational offer which enable each pupil to flourish academically, practically, emotionally, socially and spiritually.

## Our Vision for SEND Provision

We wish for all our pupils regardless of background or ability to be able to experience 'life in all its fullness' and to thrive in all areas of their academic and personal development. To ensure that any barriers to inclusion that might limit the life chances of pupils are significantly reduced. All our young people are to be given the tools and encouragement to move obstacles that appear insurmountable, to be the best they can be. To treat all pupils with dignity and respect, and for all pupils to feel part of a community, where all are welcome and are encouraged to fulfil their potential.

This policy outlines the framework for the school/academy to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with Special Educational Needs and Disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

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

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

The school/academy will work with all key internal and external stakeholders, within the following principles, which underpin this policy:

- The involvement of pupils and their parents/carers in decision-making
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents/carers over their support.
- Successful preparation for adulthood, including independent living and employment.

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. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

## 1. Legal Framework

- 1.1. This policy has due regard to all relevant **legislation** including, but not limited to, the following:
- Local Government Act 1974
  - Disabled Persons (Services, Consultation and Representation) Act 1986
  - Children Act 1989
  - Education Act 1996
  - Education Act 2002
  - Mental Capacity Act 2005
  - Equality Act 2010: Advice for Schools DfE (2013)
  - The Equality Act 2010 (Disability) Regulations 2010
  - Children and Families Act 2014
  - The Special Educational Needs and Disabilities Code of Practice 0 – 25 (January 2015) (SEND CoP)
  - The Special Educational Needs (Personal Budgets) Regulations 2014
  - The Special Educational Needs and Disability (Amendment) Regulations 2015
  - The Special Educational Needs and Disability (Amendment) Regulations 2024
  - The Special Educational Needs and Disability (Detained Persons) Regulations 2015
  - The Schools Special Educational Needs Information Report Regulations 2015
  - The UK General Data Protection Regulation (GDPR)
  - Data Protection Act 2018
  - Health and Care Act 2022
- 1.2. This policy has due regard to **statutory** and **non-statutory guidance**, including, but not limited to, the following:
- DfE (2015) 'Supporting pupils at school with medical conditions'
  - DfE (2024) 'Keeping Children Safe in Education 2024'
  - Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'
  - DfE (2023) 'Working Together to Safeguard Children 2023'
  - DfE (2018) 'Mental health and wellbeing provision in schools'
  - DfE (2021) 'School Admissions Code'
  - EYFS Framework
  - DfE (2023) 'Making a request for admission out of the normal age group'
- 1.3. This policy operates in conjunction with the following **Trust policies**:
- Alternative Provision Policy
  - Attendance and Absence Policy
  - Child-on-Child Abuse Policy
  - Collective Worship Policy
  - Equality Policy and Objectives
  - E-Safety and Acceptable Use Policy
  - Data Protection (UK GDPR) Policy (including the Trust's Data Retention Schedule)
  - Social, Emotional and Mental Health Policy
  - Supporting Pupils with Medical Conditions and Administering Medication Policy
  - Supporting Pupils with Health Needs who cannot attend School Policy

- Safeguarding and Child Protection Policy
- Suspensions and Permanent Exclusions Policy
- Behaviour Policy
- Anti-Bullying Policy
- Complaints Policy and Procedure
- Accessibility Policy and Plan

1.4. This policy operates in conjunction with the following **school/academy policies**:

- Admissions Policy
- Careers Policy

## 2. Objectives

2.1. Every school/academy is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school/academy will:

- Ensure that pupils with SEND get the support they need to access the school/academy's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school/academy alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Provide suitable support for pupils to make successful transitions at key points and into adulthood, whether into employment, further or higher education or training.
- Inform parents/carers when they are making special educational provision for their child.

2.2. Review, prepare and publish important information about the school/academy and its implementation of relevant SEND policies, including:

- Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
- Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
- A SEND information report about the implementation of the school/academy's policy for pupils with SEND.

## 3. Roles and Responsibilities

3.1. The **Chief Executive Officer (CEO)** will:

- Report to Trustees on any material concerns about the operation of this policy.

3.2. The **Trust Board** will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school/academy.
- Ensuring the school/academy meets its duties in relation to supporting pupils with SEND.

3.3. The **Local Governing Committee LGC** is responsible for:

- Assigning a link role to one local Governor who will have specific oversight of the school/academy's arrangements for SEN and disability.

3.4. In enacting this policy, the **Headteacher/Principal** will:

- Ensure that the school/academy offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.
- Ensure the school/academy holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school/academy works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school/academy fulfils its statutory duties with regard to the SEND Code of Practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school/academy.
- Ensure the SENCO has sufficient time and resources to meet the responsibilities of their role.
- Regularly and carefully review the provision for SEND pupils at risk of underachievement.
- Ensure that procedures and policies for the day-to-day running of the school/academy actively support those pupils with SEND.
- Ensure that the SENCO receives appropriate training for their responsibilities (e.g. the National Award for Special Educational Needs Coordination or the National Professional Qualification for Special Educational Needs Coordinators).

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

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school/academy.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for Children Looked After (CLA) with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school/academy's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents/carers of pupils with SEND.
- Liaising with early years providers, other schools/academies, 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/carers are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school/academy meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

- Ensuring that the school/academy keeps the records of all pupils with SEND up-to-date, in line with the Trust's Data Protection (UK GDPR) Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents/carers and other agencies.
- 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.
- Completing appropriate training for their responsibilities (e.g. the National Award for Special Educational Needs Coordination or the National Professional Qualification for Special Educational Needs Coordinators).

3.6. **Teachers** will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils 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.
- Ensuring every pupil with SEND has the opportunity 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.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.

## 4. Identifying SEND

- 4.1. The school/academy recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the school/academy's SEN Information Report.
- 4.2. With the support of the Senior Leadership Team (SLT), classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.
- 4.3. 'Less than expected progress' will be characterised using the following stipulations:
- Progress is significantly slower than the class average, from the same baseline
  - Progress does not match or better the pupil's previous rate of progress
  - Progress fails to close the attainment gap within the class
  - The attainment gap is widened by the plateauing of progress
- 4.4. The school/academy plans, manages and reviews SEND provision across the following four broad areas of need:
- Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties



- Sensory and/or physical needs

## 5. Safeguarding

- 5.1. The school/academy recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to:
  - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
  - These pupils are more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
  - The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
  - Communication barriers and difficulties in managing or reporting these challenges.
  - A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.
- 5.2. The Headteacher/Principal and LGC will ensure that the Trust's Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse.
- 5.3. Pupils will be taught about how to keep themselves safe, including online and will be provided with a copy of the Trust's E-Safety and Acceptable Use Policy for pupils. The school/academy will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.
- 5.4. Members of staff will be particularly vigilant to the potential need for early help for pupils with SEND and additional needs. Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCo.

## 6. SEND Support

- 6.1. The school/academy is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.
- 6.2. Teachers at the school/academy will:
  - Set high expectations for every pupil and plan accordingly.
  - Use appropriate assessment to set targets which are deliberately ambitious.
  - Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- 6.3. Decisions on whether to make special educational provision for pupils will be based upon:
  - Discussions between the teacher and SENCO.
  - Analysis of specific assessment and/or screeners undertaken by the pupil.
  - Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
  - Discussion with the pupil and their parents/carers.

- 6.4. Once a pupil has been identified with SEND, the school/academy will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:
- **Assess:** establishing a clear assessment of the pupil's needs
  - **Plan:** agreeing the adjustments, interventions and support 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 agreed interventions and support
  - **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date
- 6.5. Where higher levels of need are identified, the school/academy will access specialised assessments from external agencies and professionals.
- 6.6. Where, despite the school/academy having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school/academy, in consultation with parents/carers, will consider requesting an Education, Health and Care needs assessment at a local authority level.

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

- 6.7. The school/academy is aware that there may be pupils at the school/academy for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.
- 6.8. The school/academy will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

### **7. Early Years Pupils with SEND (EYFS only)**

- 7.1. All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.
- 7.2. The school/academy will:
- Ensure that staff listen and understand when parents/carers express concerns about their child's development, as well as listening to any concerns raised by children themselves.
  - Monitor and review the progress and development of all children throughout the early years.
  - Ensure that a child with SEND gets the support they need.
  - Ensure that children with SEND engage in the activities of school/academy alongside children who do not have SEND.
  - Provide information for parents/carers on how the school/academy supports children with SEND.
  - Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

- Inform parents/carers when the school/academy makes special educational provision for their child.

## 8. Admissions

- 8.1. The school/academy will ensure it meets its duties set under the 'School Admissions Code' by:
- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
  - Not refusing admission for a child that has named the school/academy in their EHC plan.
  - Considering applications from parents/carers 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/academy does not feel able to cater for those needs.
  - Not refusing admission for a child who does not have an EHC plan.
  - Not discriminating against or disadvantage applicants with SEND.
  - Ensuring policies relating to school uniform and trips do not discourage parents/carers of pupils with SEND from applying for a place.
  - Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
  - Ensuring the school/academy's oversubscription arrangements will not disadvantage children with SEND.
  - Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.
- 8.2. Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school/academy website.

## 9. Transition

- 9.1. The school/academy is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.
- 9.2. 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.
- 9.3. The review and amendments will be completed by the date specified by the respective Local Authority - this can happen at different times if it is an in-year transfer.
- 9.4. The key transfers are as follows:
- Early years provider to school
  - Infant school/academy to junior school
  - Primary school/academy to secondary school
- 9.5. **[Secondary schools/academies]** For pupils moving from a secondary school/academy to a Post-16 setting or apprenticeship, the review and any amendments to the EHC plan, including specifying the Post-16 provision and naming the setting, **must** be completed by 31 March in the calendar year of the transfer.

### **Managing pupils out of chronological age group**

- 9.6. If a parent/carer requests their child be placed out of their chronological age group, Headteachers/Principals should follow the DfE guidance, [Making a request for admission out of chronological age group](#), alongside the Trust's own Admissions policy (available on the school/academy website).
- 9.7. If children are placed outside of their chronological age group, the school/academy should work with relevant parties to ensure that the child successfully returns, having received the correct support to their chronological year group, prior to the end of the academic year following admission.

## **10. Involving Pupils and Parents/Carers in Decision-Making**

- 10.1. The school/academy is committed to working in partnership with all parents/carers in the best interests of their child and will report on their child's progress at key intervals.
- 10.2. Where a pupil is receiving SEND support, the school/academy will regularly liaise with parents/carers in setting outcomes and reviewing progress.
- 10.3. The planning that the school/academy implements will help parents/carers and pupils with SEND express their needs, wishes and goals, and will:
- Focus on the pupil as an individual, taking account of pupil voice.
  - Use clear, ordinary language and images, rather than professional jargon.
  - Highlight the pupil's strengths and capabilities.
  - Tailor support to the needs of the individual.
  - Organise assessments to minimise demands on parents/carers.
  - Bring together relevant professionals to discuss and agree together on the overall approach.
- 10.4. Where the LA provides a pupil with an EHC plan, the school/academy will involve the parents/carers and the pupil in discussions surrounding how the school/academy can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.
- 10.5. Where necessary, the school/academy will facilitate support from an advocate to ensure the parent/carer's views are heard and acknowledged.

## **11. Funding**

- 11.1. Where additional pupil needs are identified the school/academy will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.
- 11.2. Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school/academy will consider accessing high needs top-up funding from the LA to provide additional specialist support via an EHC needs assessment.

## **12. EHC Plan**

- 12.1. The school/academy recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school/academy will consult with parents/carers and consider requesting an EHC needs assessment.
- 12.2. The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.
- 12.3. The school/academy and parent/carer recognise that the application of an EHC plan will be in line with Local Authority SEN guidance documents as well as professional judgement and formal assessment outcomes.
- 12.4. As part of the EHC needs assessment, the school/academy will meet its duty by:
  - Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEN Code of Practice.
  - Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
  - Gathering any advice received from relevant professionals regarding 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.
- 12.5. When the LA decides to issue an EHC plan, it must consult the prospective school/academy by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school/academy will meet its duty to provide views on a draft EHC plan within 15 days.

### **13. Reviewing the EHC Plan**

- 13.1. The school/academy will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.
- 13.2. The school/academy will review EHC plans in line with the expectations set out in the SEN Code of Practice.

### **14. Supporting Successful Preparation for Adulthood**

- 14.1. The school/academy will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.
- 14.2. **[EYFS and primary schools/academies only]** The school/academy will:
  - Support the development of skills needed, both socially and academically.
  - Ensure that pupils with SEND engage in the activities of the school/academy together with those who do not have SEND, and are encouraged to participate fully in the life of the school/academy and in any wider community activity.
  - Engage with secondary schools/academies, as necessary, to help plan for any transitions.

- 14.3. **[Secondary schools/academies only]** The school/academy will:
- Ensure that the EHC plan review includes a focus on preparing for adulthood.
  - Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
  - Engage with FE providers as necessary to help plan for any transitions.
  - Ensure pupils from Year 8 until Year 13 are provided with independent careers guidance.
- 14.4. The school/academy's Careers Policy details how the school/academy will fulfil its statutory duties under section 42 of the Education Act 1997 and work with pupils with SEND to ensure they are prepared for the workplace.

## 15. Managing Complaints

- 15.1. The school/academy is committed to resolving disagreements between pupils and the school/academy in line with the Trust's Complaints Policy and Procedure.
- 15.2. The school/academy is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information.
- 15.3. The Trust's Complaints Policy and Procedures will be published on the school/academy website; additionally, the school/academy will publish details regarding how complaints from parents/carers of children with SEND will be handled.
- 15.4. **[EYFS only]** Parents/carers will be made aware that Ofsted can consider complaints relating to whole-school SEND early years provision if the problem has not been resolved informally.
- 15.5. The school/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'.

## 16. Staff Training & Improving Practice

- 16.1. The school/academy is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in regular intervals.
- 16.2. The **Director of SEND** will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.
- 16.3. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the Headteacher/Principal or SENCo, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND.
- 16.4. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
- 16.5. During staff induction, all staff will receive SEND training.

## **17. Data and Record Keeping**

- 17.1. All information about pupils will be kept in accordance with the Trust's Data Protection (UK GDPR) Policy.
- 17.2. The school/academy's records will:
- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school/academy, as well as its impact, e.g. through the use of provision maps.
  - 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.
  - Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.
- 17.3. The school/academy keeps data on the levels and types of need within the school/academy and makes this available to the LA and Ofsted.
- 17.4. All information will be kept in accordance with the Trust's Data Protection (UK GDPR) Policy and the accompanying Data Retention Schedule.

## **18. Confidentiality**

- 18.1. The school/academy will not disclose any EHC plan without the consent of the pupil's parents/carers, except for disclosure:
- To a SEND tribunal when parents/carers 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/academies and LAs.
  - To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
  - To the Headteacher/Principal (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

## **19. Joint Commissioning, Planning and Delivery**

- 19.1. The school/academy will work closely with local education, health and social care services to ensure pupils get the right support.
- 19.2. The school/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).

- 19.3. The Trust's Data Protection (UK GDPR) Policy will be adhered to at all times.
- 19.4. The school/academy will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:
- Improved educational progress and outcomes for pupils with SEND.
  - Increasing the identification of pupils with SEND prior to school/academy entry.
- 19.5. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
- 19.6. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## 20. Local Offer

- 20.1. The school/academy will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:
- **Collaborative:** Where appropriate, the school/academy will work with LAs, parents/carers and pupils in developing and reviewing the Local Offer. The school/academy will also cooperate with those providing services.
  - **Accessible:** The school/academy will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents/carers' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
  - **Comprehensive:** The school/academy will help to ensure that parents/carers and pupils understand 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 school/academy will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes 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:** The school/academy will work with the LA to review the Local Offer to ensure that, when parents/carers and pupils access the Local Offer, the information is up-to-date.
- 20.2. The school/academy will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.
- 20.3. Please follow the Links below for Local Offers:
- **Hull:** <https://hull.mylocaloffer.org/>
  - **North Yorkshire County Council:** <https://www.northyorks.gov.uk/send-local-offer>
  - **York:** <https://www.yorksend.org>

## 21. Publishing Information

- 21.1. The school/academy will publish information on the school/academy website about the implementation of this policy.



- 21.2. The LGC will publish details of the SEND information report on the school/academy website.
- 21.3. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.
- 21.4. The SEND Information Report for each school/academy will be coordinated by the Trust's **Director of SEND**. The Report will be published on the school/academy website and 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'.

## **22. Monitoring and Review**

- 22.1. The policy is reviewed on an **annual** basis by the **Standards Committee**; any changes made to this policy will be communicated to all members of staff, parents/carers of pupils with SEND, and relevant stakeholders.
- 22.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.