



## **DRAFT: Special Educational Needs and Disabilities – School Procedures**

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## **Statement of intent**

Cirencester Deer Park School follows the overarching Corinium Education Trust policy. Outlined in this document are the procedures that Cirencester Deer Park School implements to enable all pupils to access an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This document of procedures outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of these procedures, the school aims to eliminate discrimination and promote equal opportunities.

In accordance with the CET Trust SEND policy aims (section 4), the school will work with the LA, or equivalent, in ensuring that the following principles underpin our procedures:

- The involvement of pupils and their parents 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 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 our school's procedure, the pupil definition of SEND is found in section 9 of the CET policy.

## **1. Legal framework**

1.1. This procedure 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
- Health and Care Act 2022

1.2. These procedures 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 (2023) 'Keeping children safe in education (2023)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

1.3. These procedures operate in conjunction with the following school policies:

- Admissions Policy
- Equalities Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding and Child Protection Policy
- Exclusion Policy
- Behaviour for Success Policy
- Complaints Policy
- Accessibility Policy and Plan

## **2. Identifying SEND**

- 2.1. The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.
- 2.2. With the support of line managers, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less progress than expected given their age and individual circumstances. Any concerns will be shared with the Special Educational Needs and Disabilities Co-ordinator (SENDCO). Less than expected progress' will be characterised by progress which:
  - Is significantly slower than that of their peers starting from the same baseline;
  - Does not match or better the pupil's previous rate of progress;
  - Fails to close the attainment gap between them and their peers;
  - Widens the attainment gap
- 2.3. We recognise that there are other issues that may impact on an individual pupil's progress and attainment but these may not necessarily be considered special educational needs:
  - Disability;
  - Attendance and punctuality;
  - Health and welfare;
  - English as an additional language;
  - Being in receipt of the pupil premium grant
  - Being a looked after child or previously looked after child;
  - Being a child of a serviceman/woman.
- 2.4. A pupil's behaviour may be an underlying response to a need but is no longer defined in the SEND Code of Practice as a discrete need. We recognise these traits, and based on our knowledge of individual pupils, we plan to modify patterns of behaviour by ensuring other learning needs are met and identified pupils are able to access and benefit from interventions led by our wider Care, Guidance and Support Team.
- 2.5. Staff are aware that pupils who are disabled and have specific additional needs or have SEND (whether or not they have a statutory Education, Health and Care Plan - EHCP) are more at risk and will potentially need Early Help. Staff know who to talk to should they have concerns and safeguarding procedures will be followed.

## **3. Definitions**

- 3.1 For the purposes of our school's procedure, the pupil definition of SEND is found in section 9 of the CET policy.
- 3.1. 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.
- 3.2. 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**

- 3.3. 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.
- 3.4. The school recognises that:
- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, 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.
- 3.5. The SENDCO will work with pupils, parents, and language and communication experts where necessary.

### **Cognition and learning**

- 3.6. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.
- 3.7. Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health (SEMH) difficulties**

- 3.8. Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will aim to support pupils with these difficulties.
- 3.9. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour for Success Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.
- 3.10. The school recognises that a pupil with mental health difficulties will not necessarily have SEND.

### **Sensory or physical needs**

- 3.11. 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.
- 3.12. 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
- 3.13. The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met to the best of our ability.

#### **4. Aims and Objectives**

- 4.1. In accordance with the CET SEND Policy, at Cirencester Deer Park School we aim to challenge all pupils, including those with special educational needs and disabilities, to achieve more than they first think is possible. Therefore, we aim to ensure all pupils with SEND have their needs met and that they receive their entitlement to a broad, balanced and relevant curriculum that prepares them for life in modern Britain.
- 4.2. As a comprehensive school and an academy we aim to:
- Raise the aspirations of, and expectations for all pupils with SEND;
  - Enable pupils with special educational needs to achieve their full potential;
  - Close the gap in attainment and progress of pupils with SEND and the attainment and progress of those pupils without SEND;
  - Support all pupils with SEND so that they can become confident individuals and make successful transitions into adulthood, further education or training and employment.
  - Ensure that pupils with SEND engage in the activities of the school 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 our 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.

- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including the annual SEN Information Report and the Accessibility Policy and Plan, that sets out how we plan to increase access to the curriculum and the physical environment for pupils with SEND where necessary.

4.3. To achieve our aims we:

- Identify and provide support and challenge for pupils who have SEND;
- **Assess** individual pupils' needs, **plan** for them, **do** and **review** their progress regularly;
- Retain our high expectations and provide quality first teaching;
- Respond to individual needs by listening to pupils with SEND and their parents comments;
- Ensure that resources, including Teaching Assistants, are deployed efficiently to meet the needs of our pupils with SEND;
- Work within the guidance provided in the SEND Code of Practice, January 2015 (updated April 2020);
- Provide a Special Educational Needs Co-ordinator (SENDCO) and team made up of specialist teachers and experienced support staff;
- Train, and provide guidance and advice for, all staff working with pupils with SEND.

4.4. All the teachers in the school are teachers of children with SEND. As such we adopt an inclusive and 'whole school approach' to special education needs which involves all members of staff adhering to our models of good practice which are discussed and shared through Teacher CPD meetings. We are committed to identifying and providing for the needs of all of our pupils in a wholly inclusive environment. Inclusion is regarded as crucial to our SEND procedures.

4.5. The school operates an equal opportunities policy for all pupils. This ensures pupils with special educational needs are afforded the same rights as other pupils. This includes all pupils registered on the SEND Code of Practice, those with Education, Health and Care Plans and those who experience other learning difficulties who are registered as SEN Support (My Plan or My Plan+).

## 5. Roles and responsibilities

5.1. The Local Governing Body will be responsible for:

- Ensuring this procedure is implemented fairly and consistently across the school;
- Ensuring the school meets its duties in relation to supporting pupils with SEND;
- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHCP;
- Securing the special educational provision called for by a pupil's SEND;
- Designating a qualified teacher to be the SENDCO and having responsibility for coordinating provision for pupils with SEND;

- Ensuring a designated teacher for Looked After Children (LAC) and Previously LAC (PLAC) is appointed;
- Ensuring that reasonable adjustments are made 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;
- Ensuring there are 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;
- Reviewing the Accessibility Plan, showing how the school intends to progressively improve access over time within the constraints of the budget;
- Ensuring an annual information report for SEND is published on the website;
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils;
- Ensuring there is suitable, full-time education from the sixth day of a suspension or permanent exclusion of a pupil with SEND with an EHCP;
- 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;
- Appointing an individual governor to oversee the school's arrangements for SEND.

5.2. The headteacher will be responsible for:

- Ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND;
- Ensuring the school 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;
- Ensuring the school fulfils its statutory duties with regard to the SEND code of practice;
- Ensuring the school works effectively in partnership with parents, carers and professionals to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate;
- 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 EHCP reviews;
- Ensuring that the SENDCO has sufficient time and resources to carry out their functions;
- Providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities;



- Assisting the Local Governing Body in appointing a designated teacher for LAC, who will work closely with the SENDCO to ensure that the needs of the pupils are fully understood by relevant school staff;
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, 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 include pupils with SEND in all opportunities available to other pupils;
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND;
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported;
- Identifying any patterns in the identification of SEND within the school and comparing these with national data;
- Reporting to the Local Governing Body on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing;
- Ensuring that the SENDCO is provided with training.

5.3. The 'responsible people' for special educational needs is Liz Lang, Trust School Improvement Lead, who is a member of the school's Strategic Leadership Team. The Link member of the school's Local Governing Body is Katherine Broomfield.

5.4. The member of staff coordinating the day to day provision of education for pupils with special educational needs is Lindsay Crew, our Special Educational Needs Coordinator (SENDCO) who is appropriately trained and experienced and holds the National Award for SEN Co-ordination. She is supported by our SEN Learning Leader, Andrea Morley.

5.5. The SENDCO will be responsible for:

- Collaborating with the Local Governing Body, headteacher and 'responsible person' for SEND to determine the strategic development of the SEND procedure 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 implementation of the SEND procedure on a day-to-day basis;
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHCP's;
- Liaising with the relevant, designated teacher where LAC or PLAC have SEND;
- Advising on a graduated approach to providing SEND support;

- Advising on the deployment of the school's delegated budget and other resources to meet 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;
- Ensuring Pupil Passports are reviewed regularly and My Plan/My Plan Plus documents are reviewed in line with the Code of Practice expectations;
- 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 collaboration with the headteacher and 'responsible person' for SEND identifying any patterns in the identification of SEND within the school and comparing these with national data;
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent;
- Providing support and 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.

#### 5.6. Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with the SENDCO and, where appropriate, the parent and pupils;
- 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 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;
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO and engaging with relevant training;
- Keeping relevant member of staff up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant members of staff may include their direct line manager, Year Leader and SENDCO.

## **6. Children with specific circumstances**

### **LAC**

- 6.1. Pupils 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.
- 6.2. The school recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHCP.
- 6.3. The school has a designated member of staff for coordinating the support for LAC and PLAC (previously Looked After Children). The designated teacher is Simon Bellamy, Assistant Head.
- 6.4. Designated teachers will work closely with the SENDCO to ensure that the implications of a child being both looked after or having previously been looked after and having SEND are fully understood by relevant school staff.

### **EAL**

- 6.5. The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- 6.6. The school will consider the pupil within the context of their home, culture and community.
- 6.7. The member of staff responsible for English as an additional language (EAL) pupils is Liz McPherson, Inclusion Manager.
- 6.8. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.
- 6.9. The school appreciates 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.
- 6.10. The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **7. Admissions**

- 7.1. 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 EHCP;

- Considering applications from parents of children who have SEND but do not have an EHCP;
- Not refusing admission for a child who has SEND but does not have an EHCP because the school does not feel able to cater for those needs;
- Not refusing admission for a child who does not have an EHCP;
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHCP;
- 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 discriminating against or disadvantaging applicants with SEND.
  - Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place;
  - Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

7.2. Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy which is published on the school website.

## **8. Involving pupils and parents in decision-making**

8.1. As outlined in section 26 of the CET SEND policy, the school is committed to working in partnership with all parents and carers in the best interests of their child.

8.2. Parents of pupils with SEND will be encouraged to share their knowledge of their child; the SENDCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

8.3. Parents will be notified when the school provides their child with SEND support.

8.4. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.

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

8.6. 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 parents;
- Bring together relevant professionals to discuss and agree together the overall approach.

8.7. Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's

provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

- 8.8. Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- 8.9. There will be communication with parents and pupils to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

## **9. Joint commissioning, planning and delivery**

- 9.1. 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.
- 9.2. The school will work closely with local education, health and social care services to ensure pupils get the right support.
- 9.3. The school 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).
- 9.4. 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 EHCP and their main needs;
  - The numbers and types of settings locally that work with or educate pupils with SEND.
- 9.5. 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 pupils with SEND.
  - Increasing the identification of pupils with SEND as soon as possible on entry to the school.
- 9.6. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHCP.
- 9.7. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## **10. Funding**

- 10.1. As outlined in section 12 of the CET SEND policy, the school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer to provide intervention support for the benefit of pupils identified with SEND.

- 10.2. Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.
- 10.3. Personal budgets are allocated from the LA's high needs funding block to provide additional support; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHCP.

## **11. Local Offer**

- 11.1. In accordance with section 5 of the CET SEND policy (The Local Offer), the school's Local Governing Body will ensure the school collaborates with and supports the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:
- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
  - **Accessible:** The school 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' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
  - **Comprehensive:** The school will help to ensure that parents 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 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 will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.
- 11.2. The school 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.

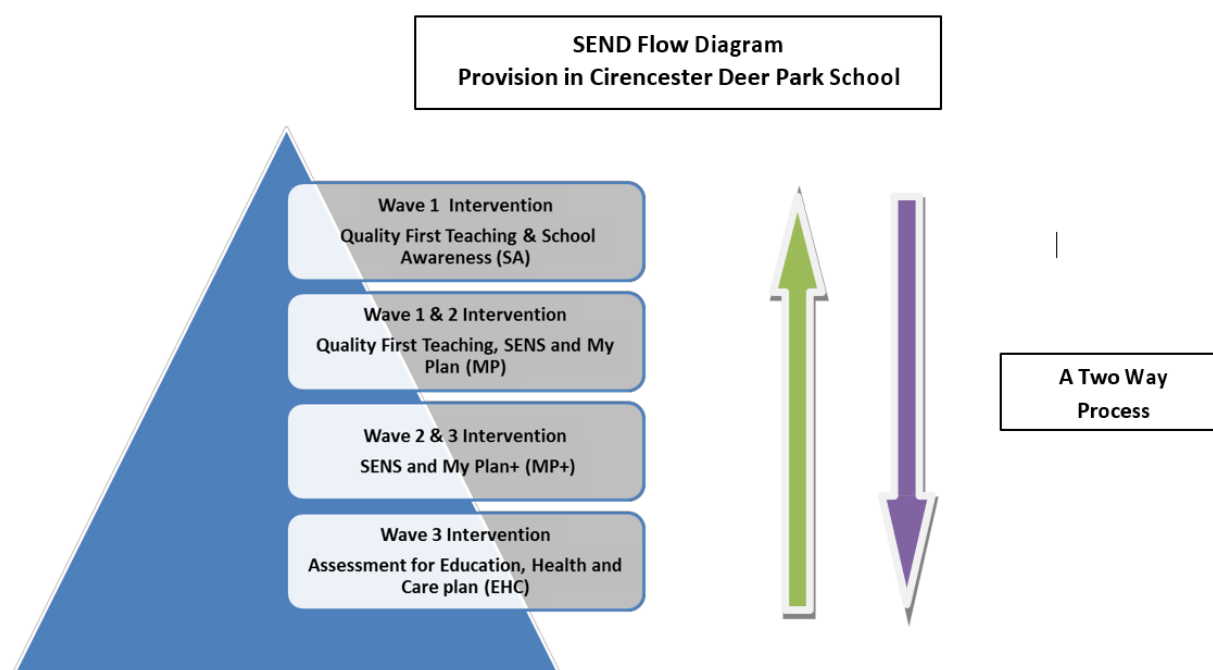
## **12. Access to the Curriculum**

- 12.1. All pupils have the entitlement to a broad, balanced and relevant curriculum. At Cirencester Deer Park we believe that all pupils with special educational needs and/or disabilities should be taught wherever possible with their peers in mainstream classes by subject specialists who use a range of teaching methods and strategies to develop pupils' knowledge, understanding and skills. However, where access to the curriculum is impaired by low literacy levels, pupils may be withdrawn as part of an intervention strategy such as intensive reading and/or spelling recovery.
- 12.2. The National Curriculum is made available to all pupils in Key Stage 3 and pupils with SEND access the full range of courses offered in Key Stage 4. Where pupils have SEND, a graduated response is adopted. The school, in other exceptional cases, makes full use of classroom and school resources before drawing on external support.

- 12.3. The school makes provision for pupils with special educational needs to match the nature of their individual needs. Their class teachers and our SENDCO keep regular records of pupils' special educational needs, the action taken and the progress made.
- 12.4. Pupils with SEND are grouped flexibly so that learning needs are met in individual, small group or whole class contexts.
- 12.5. Our curriculum is differentiated to meet the needs of individual pupils. Teaching styles and flexible groups reflect this approach.
- 12.6. Schemes of learning for pupils, within classes and year groups, reflect our whole school approaches to teaching and learning, including developing resilience and promoting positive mindsets, and take account of the range of special educational needs across the school. Literacy and numeracy skills are embedded across the curriculum.
- 12.7. Curriculum tasks and activities are often broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- 12.8. Teachers have high expectations for every pupil and plan lessons to ensure that there are no barrier to every pupil achieving by taking into account pupils who have low levels of prior attainment or come from disadvantaged backgrounds and pupils whose attainment is significantly above the expected standard for their age.
- 12.9. In Years 9 and 11 personalised advice and guidance is given to pupils with special educational needs to ensure appropriate choices are made to help them achieve smooth transitions and access appropriate pathways. There are a number of options available in school to ensure all pupils are able to achieve their potential and leave Deer Park with a minimum of 5 or more GCSE grades 9-1 including English and Maths. We signpost Colleges and sixth forms offering post 16 courses and employment opportunities for pupils with SEND to explore.
- 12.10. Alongside the statutory curriculum, we provide a wide range of fully inclusive extra-curricular and enrichment activities. These include a variety of sports and arts clubs, and 'top up' and revision sessions. Pupils with SEND are represented in our pupil voice groups, including our school council. They are provided with support and are actively encouraged to join in and benefit from these activities.

### **13. Procedure in Practice**

- 13.1. We offer a flexible graduated approach to support for pupils with SEND. Our provision is based on the following 'wave' intervention model:



### Waves of Intervention Explained

**Wave 1:** Inclusive, high quality teaching for all designed to enable children to work at age related expectations or above.

**Wave 2:** Additional interventions designed to enable children to work at age related expectations or above.

**Wave 3:** Additional and highly personalised interventions designed to enable children to work at age related expectations or above.

- 13.2. The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; has a sensory or physical problem; or communication or interaction difficulties, the school will initially place the pupil on 'SEN Aware'. Teachers respond to the pupil's need through 'quality first teaching', which is high quality and differentiated teaching in the classroom.
- 13.3. If these difficulties persist and progress is further impaired, the school may undertake a further assessment of the pupil's need including gathering feedback from individual teachers. If the need cannot be met through 'quality first teaching' alone, the pupil will move onto the first stage of the graduated SEND Code of Practice. Initially pupils will be categorised as either 'My Plan' or 'My Plan +' (SEN Support) depending on the involvement of outside agencies. This is line with Gloucestershire Local Authority's practice.
- 13.4. At 'My Plan' or 'My Plan+' (SEN Support), support that is additional to and different from the differentiated curriculum is planned through a simple 'Pupil Passport' that all staff can access. This is a simple one page document. Parents are informed and pupils are



involved in decisions taken at this stage. Resources are allocated to help implement the individual pupil make progress. This may include:

- The pupil's and parents or carer's thoughts on how to best support him/her;
- In-class support by the teacher or Teaching Assistant;
- Withdrawal for individual and/or small group work with teachers or Teaching Assistant;
- Literacy, working memory, social skills or ASD support;
- Behaviour support through our Inclusion Centre.

13.5. If a pupil does not make progress despite the school taking the action outlined above, further advice will be sought from the appropriate support services. The 'Pupil Passport' will be amended accordingly to reflect additional intervention and support needed.

13.6. If a pupil is still not achieved despite the additional interventions, the pupil may be assessed in line with the guidance from the Local Authority with a view to initiating a statutory assessment of special educational needs under the SEND Code of Practice January 2015 (updated April 2020). This may lead to an Education, Health and Care Plan. The appropriate forms will be used for recording and referral as necessary.

13.7. The identification of pupils with special educational needs is undertaken by our SENDCO who responds to data in the reporting cycle and concerns raised by pupils, parents and staff. Appropriate records are maintained. The SENDCO initially undertakes baseline assessments to identify specific needs and routinely screens pupils with SEND needs to monitor their progress. Assessments allow pupils to show what they know, understand and can do, as well as identify any learning difficulties. Where necessary, pupils will be referred to the SENDCO for further diagnostic testing to construct a more detailed profile of their strengths and weaknesses.

13.8. The progress of pupils with special educational needs is reviewed through formative and summative assessments as outlined in the SEND Code of Practice. Our Pupil Passports are reviewed regularly. We offer parents of pupils on SEN Support the opportunity ~~to meet with school staff~~ to review the My Plan or My Plan+ in line with the guidance set out in the Code of Practice.

13.9. Additionally, the progress of pupils with an Education, Health and Care Plan is formally reviewed annually, as required by legislation.

13.10. Detailed records will be kept of the pupils receiving extra teaching support. These include the regular administration of informal reading inventories that are designed to provide a profile of reading achievement, phonic check-lists, detailed records of work and the results of standardised and diagnostic tests. A summary of these will inform actions within a 'Pupil Passport'.

13.11. Regular liaison is maintained with the following external agencies for pupils identified as SENS but in particular those on 'My Plan +' and pupils with Education, Health and Care Plans:

- Alternative Provision Service

- Assessment and Education Provision Team
- Educational Psychology Service
- Speech and Language Service
- Advisory Teaching Service
  - o Communication and Interaction Team
  - o Cognition and Learning/Behaviour Team
  - o Physical Disability Team
  - o The Hearing Impairment Team
  - o The Visual Impairment Team
  - o Total Communication (Augmentative Alternative Communication Support)
- Hospital Education Service
- Education Entitlement and Inclusion Team
- CAMHS
- Family Information Service
- Families First
- Parent Partnership Service
- Children and Families Social Care Team
- Virtual School (Children in Care Education Service)
- Gloucester Care Services (NHS Trust)

13.12. The number of pupils registered on the SEND Code of Practice is reviewed annually and the needs of pupils inform our planning and resource allocation where pupils are not making progress in line with expectations.

13.13. A pupil who is making adequate progress or achieving in line with his/her peers may be considered for a move from an Education, Health and Care Plan to 'My Plan +', or a move from 'My Plan +' to 'My Plan' and so forth.

13.14. A pupil who makes expected progress will not necessarily be removed from SENS support. For example, if the provision in place is securing the expected progress and it is considered that, without it, the pupil would not be able to do so, then the support may remain.

13.15. If the pupil is making and maintaining expected progress and the extra provision has ceased or been significantly reduced then SENS support may no longer required. As such, intervention through quality first teaching in the classroom would be appropriate.

#### **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 EHCP, 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 pupils' progress towards these goals;
  - Review additional or different provisions made for them;
  - Promote positive personal and social development outcomes;
  - Base approaches on the best possible evidence and ensure that they are having the required impact on progress.
- 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 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:
- Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
- 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. Supporting Children with medical conditions**

- 15.1. The school supports pupils with medical conditions and ensures that they have full access to education, including physical education and school trips. Some children with medical conditions may be registered as disabled and where this is the case the school complies with its duties under the Equality Act 2010 (updated June 2018).
- 15.2. Some pupils with medical conditions may also have special educational needs and may have a statement, or Education, Health and Care Plan that brings together health and social care needs, as well as their special educational provision. In these cases, the SEND Code of Practice is followed.

## **16. Training**

- 16.1. The school is committed to the learning and development of all its staff and training opportunities will be provided and delivered in line with the school CPD and training plan.
- 16.2. Training will cover both the mental and physical needs of pupils with SEND.
- 16.3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

- 16.4. Mental health will be a key consideration for all training that the SENDCO participates in, along with any training that staff are given.
- 16.5. During staff induction, all staff will receive SEND training. The member of the staff leading the induction programme for new staff will record who has attended the training.
- 16.6. Training will cover the following:
- Identifying SEND in pupils
  - Liaising with the school's SENDCO
  - Implementing support measures
  - Monitoring the success of those support measures
  - 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

## **17. Promoting mental health and wellbeing**

- 17.1. The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.
- 17.2. Positive classroom management and working in small groups, when necessary, will be implemented to promote positive behaviour, social development and high self-esteem.
- 17.3. The school will try to engage specialist services where a pupil requires such services.
- 17.4. Where appropriate, the school will support parents in the management and development of their child.
- 17.5. 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.
- 17.6. For pupils with more complex problems, additional in-school support may 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 therapeutic work with the pupil, delivered by mental health specialists;
  - An Individual Health Plan as all schools must comply with the statutory duty of caring for pupils with medical needs;
  - Implementing professional mental health recommendations, e.g. regarding medication;
  - Ensuring the family accesses family support and/or therapy, upon the recommendation of mental health professionals.
- 17.7. The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

- 17.8. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

## **18. EHC plans**

- 18.1. The school will fully cooperate with the LA when research about the pupil is being conducted.
- 18.2. The school will provide the LA with any information or evidence needed.
- 18.3. All relevant teachers will be involved in contributing information.
- 18.4. The purpose of an EHCP 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.
- 18.5. Where the LA provides a pupil with an EHCP, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.
- 18.6. Where the LA decides to issue an EHCP, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHCP.
- 18.7. The school will meet its duty to provide views on a draft EHCP within 15 days.
- 18.8. If the decision is taken not to issue an EHCP, 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.
- 18.9. If the LA decides not to issue an EHCP, 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. If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.
- 18.10. The school 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.
- 18.11. All reasonable provisions will be taken by the school to provide a high standard of education.
- 18.12. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- 18.13. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

- 18.14. The school will review each pupil's EHCP to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years'.
- 18.15. If a pupil's needs significantly change, the school will request a re-assessment of an EHCP at least six months after an initial assessment. Thereafter, the school will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHCP will be issued within 14 weeks from the request being made.
- 18.16. The school will ensure that any EHCP information is kept confidential and disclosed on a need-to-know basis.
- 18.17. Information regarding a pupil's EHCP will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan.
- 18.18. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHCPs.
- 18.19. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- 18.20. The school will ensure that parents are consistently kept involved throughout the implementation of an EHCP.
- 18.21. The school will ensure that they meet the time scales of the EHC needs assessment and development. The LA should ensure that the process takes no longer than 20 weeks from when the initial request was received.

## **19. Reviewing the EHC plan**

- 19.1. The school will:
- Cooperate with the LA and 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 EHCP 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 EHCP in order to create the greatest confidence amongst pupils and their parents;
  - Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, 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 EHCP;

- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations;
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHCP;
- Where possible for LAC, combine the annual review with one of the reviews in their care plan;
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

## **20. Safeguarding**

- 20.1. The school 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 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.
- 20.2. The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to:
- Any communication difficulties the pupil may experience;
  - The assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood;
  - The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- 20.3. The school will ensure that the school's Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse.
- 20.4. Support for vulnerable pupils, including those with special educational needs, is clearly defined within our Anti-bullying Policy. We aim to prevent and tackle any unpleasant and intimidating behaviour to ensure all pupils are able to fulfil their potential. Bullying is dealt with seriously. By challenging bullying effectively, we improve the safety, happiness and performance of our pupils.
- 20.5. To educate pupils around issues such as bullying, their health and well-being, and other social, moral, spiritual and cultural aspects of learning, they are able to access our extensive and discrete programme of Personal, Social and Health Education. These fully differentiated lessons are delivered by a core group of specialist teachers.
- 20.6. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL or Deputy DSL in collaboration with the SENDCO.

## **21. Transferring between different phases of education**

- 21.1. The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.
- 21.2. EHCPs 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.
- 21.3. The review and amendments will aim to be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.
- 21.4. The key transfers are as follows:
  - Early years provider to school
  - Infant school to junior school
  - Primary school to middle school
  - Primary school to secondary school
  - Middle school to secondary school
- 21.5. For pupils moving from secondary school to a post-16 setting or apprenticeship, the review and any amendments to the EHCP, including specifying the post-16 provision and naming the setting, must be completed by the 31 March in the calendar year of the transfer.

## **22. Complaints and SEND tribunal**

- 22.1. All disagreements about an EHCP will be attempted to be resolved as quickly as possible, without the pupil's education suffering.
- 22.2. In all cases, the school's written Complaints Policy will be followed, allowing for a complaint to be considered informally at first.
- 22.3. Where a concern exists, pupils or their parents should raise it with our SENDCO in the first instance. If they are unable to resolve it satisfactorily, it should be referred to the Trust School Improvement Lead with responsibility for special educational needs.
- 22.4. As a school we signpost school independent and free advice. Parent Partnership is a support group facilitated by Gloucestershire Local Authority which works on behalf of parents and pupils.
- 22.5. 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.
- 22.6. The school 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'.



- 22.7. 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 school.
- 22.8. If disagreements are not resolved at a local level, the case will be referred to the DfE.
- 22.9. The school will fully cooperate with the LA by providing any evidence or information that is relevant.
- 22.10. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the highest standard of support and education.

### **23. Supporting successful preparation for adulthood**

- 23.1. The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and 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.
- 23.2. 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.
- 23.3. The school will engage with FE providers, as necessary, to help plan for any transitions.
- 23.4. The school will 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.
- 23.5. The school will transfer all relevant information about pupils to any educational setting that they are transferring to.
- 23.6. If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a suspension and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.
- 23.7. If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHCP in place, for pupils who face barriers to participate in mainstream education.
- 23.8. The school will take an active role in preparing pupils with SEND for their transition into adult life from Year 9 onwards, 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. This may include seeking partnerships with employment services or businesses.
- 23.9. The school's Careers Policy details how the school 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.

23.10. The school will ensure that it meets its duty to secure independent, impartial careers guidance for pupils in Years 7-11, including:

- Discussing preparation for adulthood in planning meetings with pupils and parents from Year 9;
- Helping pupils and their parents 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.

## **24. Data and record keeping**

24.1. The school is using a purchased cloud-based system for storing SEND school records. This is called 'Provision Map'. It is secure and compliant with our Data Protection policy. It synchronises with the school MIS (Bromcom).

24.2. The school's records will:

- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.
- 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.

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

24.4. The SEND information report will be prepared by the Trust Improvement Lead, the member of SLT with responsibility for SEND, and 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'.

24.5. All information will be kept in accordance with the school's Data Protection Policy.

## **25. Confidentiality**

25.1. The school will not disclose any EHCP 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 Higher Education (HE).
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

## **26. Resolving disagreements**

- 26.1. The school is committed to resolving disagreements between pupils and the school.
- 26.2. In carrying out of duties, the school:
- Supports early resolution of disagreements at the local level.
  - Explains 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.
- 26.3. The school's Complaints Policy is published on the school website.

## **27. Publishing information**

- 27.1. Our school procedures for SEND as outlined in this document will be published on the school's website.
- 27.2. The Local Governing Body will publish the SEND information report on the school website.
- 27.3. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## **28. Monitoring and review**

- 28.1. The procedures are reviewed on an annual basis by the member of SLT responsible for SEND in conjunction with the Local Governing Body; any changes made to these procedures will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.
- 28.2. All members of staff are required to familiarise themselves with our school procedures, in addition to the CET SEND policy, as part of their induction programme.
- 28.3. The next scheduled review date for these procedures is September 2025.

## Document History

<b>Creation Date</b>	September 2015
<b>School Lead</b>	School Improvement Lead, responsible for SEND
<b>Approved by</b>	Local Governing Body
<b>First approval date</b>	September 2015
<b>Review frequency</b>	Annually
<b>Last review/approval date</b>	September 2022

<b>Significant Amendments made by Deputy Head responsible for SEND September 2023</b>		
<b>Section</b>	<b>Title</b>	<b>Changes</b>
2	Identifying SEND	Bullet points added on 'less than expected progress'
4	Aims and objectives	4.1 Updated
5	Roles and responsibilities	5.1: second bullet point new, fifth bullet point updated 5.2: third bullet point new, fifth bullet point updated 5.4: new SEN learning leader named
8	Involving pupils and parents in decision-making	8.7 and 8.9: new
10	Funding	10.2: new
18	EHC plans	18.4 and 18.6: new 18.9: updated
23	Supporting successful preparation for adulthood	23.9: new

<b>Significant Amendments made by School Improvement Lead responsible for SEND February 2024</b>		
<b>Section</b>	<b>Title</b>	<b>Changes</b>
	Statement of Intent	Wording changed to outline that these are the school procedures underneath the overarching SEND policy for the trust. Includes referencing sections of CET Trust SEND policy (sections 4 and 9).
1	Legal Framework	Changes from policy to procedure
2	Identifying SEND	
3	Definitions	Reference to section 9 of CET policy RE definitions
4	Aims and objectives	4.1 Updated to reference CET SEND policy 4.4 change from policy to procedures
5	Roles and responsibilities	5.1: first bullet point revised 'procedure'

		5.3: new SEN 'responsible people' person named 5.5 policy changed to procedure 5.5: twelfth bullet point 'Pen Portrait' changed to 'Pupil Passport'
8	Involving pupils and parents in decision-making	8.1 Reference made to CET SEND policy (section 26)
10	Funding	10.21 Reference made to CET SEND policy (section 12)
11	Local Offer	11.1 Reference made to CET SEND policy (section 5)
13	Procedure in Practice	Title changed from Policy in Practice to Procedure in Practice 13.4 'Pen Portrait' changed to 'Pupil Passport' 13.5 'Pen Portrait' changed to 'Pupil Passport' 13.8 'Pen Portrait' changed to 'Pupil Passport' 13.8 Removal of 'to meet with school staff' 13.10 'Pen Portrait' changed to 'Pupil Passport'
22	Complaints and SEND Tribunal	22.3 Changed line manager reference from Deputy Head... to Trust School Improvement Lead
24	Data and Record Keeping	24.1 New bullet point explaining about 'Provision Map' software.
27	Publishing Information	27.1 Change from policy to procedures
28	Monitoring and Review	28.1 Change from policy to procedures 28.2 Reference to school procedures, in addition to CET SEND policy 28.3 Policy to procedures and new date (September 2025)