



WEST BUCKLAND  
PRIMARY SCHOOL  
AND NURSERY

# **West Buckland Primary School and Nursery**

## **Special Educational Needs and Disabilities (SEND) Policy**

## 1. Legal framework

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

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

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

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

1.3. This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality and Diversity Policy
- Data Protection and Retention Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Behaviour and SEMH Policy
- Exclusion Policy
- First Aid/Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- School Accessibility Plan
- Teaching and Learning Policy
- Assessment Policy

## 2. Identifying SEND

- 2.1. The school has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.
- 2.2. With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.
- 2.3. Termly Pupil Progress Meetings with class teachers, the Headteacher and SENDCo are used to monitor and track progress of all children closely.
- 2.4. Progress concerns will be characterised using the following criteria:
  - Progress is significantly slower than that of their peers, 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 slowing of progress

### Definitions

- 2.5. For this policy, a pupil is defined as having SEND if they have a:
  - Significantly greater difficulty in learning than most others of the same age.
  - Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.

(The SEND Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- 2.6. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- 2.7. The school uses the following 4 broad areas to define need as set out in the SEND Code of Practice: 0 to 25 years.
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and physical needs

### **3. Children with specific circumstances**

3.1. Below is a list of other factors and specific circumstances that may also have an impact on progress and attainment but would not constitute SEND.

- Low attendance and poor punctuality
- Medical conditions
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of Serviceman/woman

#### **LAC**

3.2. Children at the school who are being accommodated, or who have been taken into care, by the Local Authority (LA) are legally defined as being 'looked after' by the (LA).

3.3. The school has a designated member of staff for coordinating the support for LAC.

3.4. Where the child is identified as having SEND and being a LAC, the designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

#### **EAL**

3.5. The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.

3.6. It is necessary to consider the pupil within the context of their home, culture and community.

3.7. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant.

3.8. The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or they arise from SEND.

### **4. Roles and responsibilities**

4.1. The governing board will be responsible for:

- Ensuring that the school provides effective provision for all pupils with SEND.
- Designating an appropriate member of staff to be the SENDCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for Looked After Children (LAC).
- Ensuring reasonable adjustments for pupils with disabilities.

- Taking necessary steps to ensure that pupils with disabilities are not discriminated against.
- Work with staff in preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Reviewing the accessibility plan, showing how the school intends to progressively improve access over time.
- Publishing annual information, setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils including those with SEND, and the school's accessibility plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/pupils.
- Working with staff to provide support for those children who have Educational and Health Care Plans (EHCP) in line with their EHCP.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's First Aid/Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor to oversee the school's arrangements for SEND.
- Preparing the SEND information report and ensuring that it is published on the website.

#### 4.2. The Headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress regularly during the academic year.
- Cooperating with the LA during annual EHC plan 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 governing board 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.
- Working with the SENDCO to ensure that teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Consulting health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENDCO is provided with training on a regular basis.
- Drawing on local/national data-sets about the likely educational needs of pupils with SEND to forecast future needs.

#### 4.3. The SENDCO will be responsible for:

- Collaborating with the governing board and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teacher where an LAC has SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, wider professionals, County Council teams, 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.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND that SEND provision is being made.
- In collaboration with the Headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.
- Drawing on local/national data-sets about the likely educational needs of pupils with SEND to forecast future needs.

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

- Planning and reviewing support for pupils with SEND as part of a graduated response, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

- Keeping the SLT and SENDCO up-to-date with any changes in behaviour, academic developments and causes of concern.

## 5. Graduated approach

- **Assess** - establish a clear assessment of the pupil's needs.
- **Plan** – plan the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- **Do** - implement the support/interventions
- **Review** – review the effectiveness of the support/interventions, and make any necessary revisions.

## High Quality Teaching

- 5.1. At our school we are committed to ensuring that all children have access to High Quality Teaching (HQT) and for most children this will be sufficient to meet their educational needs.
- 5.2. Initial concerns surrounding a child's progress or needs may be raised by parents, pupils or staff.
- 5.3. When this happens, class teachers, supported by the SLT and SENDCo will be able to identify a child's strengths and barriers to learning and provide targeted and differentiated learning opportunities to meet their needs.
- 5.4. Teachers will follow the Assess, Plan, Do, Review cycle to monitor the impact of additional provision and inform future cycles.
- 5.5. Pupils and parents will be kept informed of the provision being made for their child.
- 5.6. Advice or assessment from outside agencies or services may be requested (with parental permission) to support a specific area of need. This is usually done through an Early Help Assessment (EHA).
- 5.7. If the concerns continue and the child's needs are not being met by HQT, then further assessment and advice may be needed.

## SEND Support

- 5.8. Where the definition for SEND is applicable and the criteria for SEND support has been met, the school will discuss this with the child's parents and the child will be added to the school's SEND register.
- 5.9. Once a pupil with SEND has been identified, the school will continue to employ a graduated approach to meet the pupil's needs through Assess, Plan, Do and Review (APDR) cycles.
- 5.10. Further advice and support from external agencies may be sought, with parental permission, to assess and support the child's needs.
- 5.11. An Individual Education Plan (IEP) will be used to set targets and plan the provision needed to achieve these.



- 5.12. The class teacher will remain responsible for all children including those with SEND.
- 5.13. The class teacher, pupil and parents will meet termly (at parents' evenings) to plan, discuss and review provision made for the child using their IEP.
- 5.14. Annual Reviews will be held to gather the views of pupils, parents, staff and outside agencies (where applicable). These reviews will be used to celebrate progress, discuss provision and plan aspirational targets.
- 5.15. If a child is no longer meeting the criteria for SEND support this will be discussed with the parents before they are removed from the SEND Register.

## **6. EHC plans**

### **Assessment**

- 6.1. Where a child has significant and complex needs, meeting the criteria of the Higher Needs Funding (HNF) banding descriptors, schools and/or parents can submit a request for an Education and Health Care needs assessment.
- 6.2. If the school decides to request an assessment for an EHC plan, the parents and the pupil will be informed, including the reasons for this decision.
- 6.3. Consideration of whether SEND provision/EHCP is required will start with the desired outcomes and the views of the parents and pupil.
- 6.4. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.
- 6.5. 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.
- 6.6. The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
- 6.7. The school will provide the LA with any information or evidence needed.
- 6.8. All relevant teachers will be involved in contributing information to the LA.
- 6.9. The school will meet its duty to provide parents or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.
- 6.10. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

- 6.11. If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.
- 6.12. The school will endeavour to admit any pupil that names the school in an EHC plan or EHC needs assessment process.
- 6.13. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- 6.14. If a pupil's needs significantly change, the school will request a reassessment of an EHC plan at least six months after an initial assessment.
- Thereafter, the governing board or Headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
  - Following the re-assessment, a final EHC plan will be issued.
- 6.15. Information regarding a pupil's EHC plan will only be shared with other educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan.
- 6.16. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- 6.17. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.
- 6.18. The school will do their part in ensuring that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

### **Reviewing the EHC plan**

- 6.19. The school will:
- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
  - Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
  - Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
  - Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
  - Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information to all those invited.
  - Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.

- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

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

6.20. 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.

6.21. The key transfers are as follows:

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

### **SEND tribunal**

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

6.23. In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

6.24. 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.

6.25. The school will meet any request to attend an SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.

6.26. Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.

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

6.28. The school will fully cooperate with the LA by providing any evidence or information that is relevant.

## **7. Funding**

7.1. The school will allocate the appropriate amount of core per-pupil funding for all pupils.

- 7.2. For children with SEND, an additional amount of the school's notional SEND budget will be allocated to support their needs.
- 7.3. For children with EHCPs a personal budget will be allocated from the Local Authority (LA), often referred to as High Needs Funding (HNF). This funding is allocated using a banding system based on need. The school will continue to make SEND provision from its own budgets, even if a pupil has an EHCP.
- 7.4. Funding may be used to provide and enhance HQT, physical resources, adult support (small group or 1:1), within or out of class interventions, specific training or experiences to enrich educational provision.
- 7.5. The SENDCO and SLT will work together to plan and review the funding allocated to individuals/groups, its impact and effectiveness.

## **8. Training**

- 8.1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCO as well as external agencies, where appropriate.
- 8.2. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
- 8.3. Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.
- 8.4. During staff induction, all staff will receive SEND training.
- 8.5. SEND training for staff is likely to cover the following:
  - Their role and responsibilities
  - The graduated response
  - High Quality Teaching
  - Understanding of the 4 broad areas of need and barriers to learning
  - Early identification of SEND in pupils
  - Implementing support measures
  - Making reasonable adjustments
  - Monitoring the success of those support measures
  - How to help with mental health and emotional development
- 8.6. Appropriate training will be provided to support the specific needs of individuals.

## **9. Admissions**

- 9.1. The school will ensure it meets its duties set under the 'School Admissions Code' by:

- Making every effort to accept admission for a child who has SEND (with or without an EHCP).
- Accepting admission of pupils with EHCPs when the school is named in an EHCP, including as parental choice.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children SEND.

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

## **10. Involving pupils and parents**

At West Buckland Primary School and Nursery we work collaboratively with parents and pupils to support SEND.

- 10.1. Parents of pupils with SEND are encouraged to share their knowledge of their child; the class teacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.
- 10.2. Parents will always be notified when the school provides/no longer provides their child with SEND support.
- 10.3. Decisions on whether the school will commission outside agencies will be discussed thoroughly with the parents and, when appropriate, the pupil involved.
- 10.4. 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
  - Be easy for pupils and their parents to understand by using clear, ordinary language and images.
  - Highlight the pupil's strengths and capabilities.
  - Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
  - Tailor support to the needs of the individual.
  - Organise assessments to minimise demands on families.
  - Bring together relevant professionals to discuss and agree together the overall approach.
- 10.5. Parents and pupils are encouraged to raise concerns with their class teachers, SENDCO and SLT at the earliest opportunity.
- 10.6. The class teacher, supported by the SENCO, will meet with pupils, and their parents three times an academic year (during parents' evenings) to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

10.7. Pupil Passports are completed annually and amended where necessary to reflect the views of parents and pupils.

10.8. Staff and pupil questionnaires are carried out annually and their recommendations are acted upon.

## **11. Local Offer**

The Local Offer provides information on the services available for children and young people with Special Educational Needs and Disabilities (SEND) aged between 0 to 25 and how to access them and can be accessed at <https://www.somerset.gov.uk/education-and-families/somersets-local-offer/>

- The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also co-operate with those providing services.
- The Local Offer will be well signposted and publicised by the school.
- Staff will use the Local Offer to support parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. This will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- The school will ensure that links to and information provided about the Local Offer is up-to-date.

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

12.1. The school will implement a Social, Emotional and Mental Health Policy to develop a whole-school ethos of wellbeing.

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

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

12.4. Where appropriate, the school will support parents in the management and development of their child.

12.5. 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.

12.6. For pupils with more complex problems, additional in-school support may include:

- Supporting the pupil's teacher, to help them manage the pupil's SEMH needs and the behaviours they are presenting.

- Additional adult support for the pupil.
- Therapeutic work with the pupil.
- A medical Care Plan.
- An Individual Behaviour Plan.
- Providing access to professional mental health support and advice.
- Family support and/or therapy, upon the recommendation of mental health professionals.

12.7. The school will also consider whether disruptive behaviour is a manifestation of SEMH or a communication need.

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

### **13. Transitions**

13.1. The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next.

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

13.3. The school will transfer all relevant information about pupils to any educational institution that they are transferring to.

13.4. Extra transition sessions are planned for pupils with SEND and other vulnerable groups.

13.5. The school will engage with early years settings, other agencies and parents to plan for transitions into the school using a School Entry Plan.

13.6. If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.

13.7. If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participating in mainstream education.

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

## **14. Monitoring of SEND provision**

- 14.1. The SENDCO, Headteacher and SEND Governor are responsible for monitoring SEND provision within the school.
- 14.2. The school uses the Inclusion Audit to review provision in the school.
- 14.3. A provision map of the support available at West Buckland Primary School & Nursery is reviewed regularly by staff to reflect what we offer.
- 14.4. The effectiveness of interventions and SEND provision is reviewed by the SENDCo termly through observations, discussion, samples of work and data analysis.
- 14.5. Termly meetings with the SEND Governor and learning walks are used to monitor SEND provision within the school.

## **15. Data and record keeping**

15.1. The school will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different from or additional to that offered through the school curriculum on a provision map.

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

15.3. The SEND information report will be prepared by the SENDCo and SEND Governor collaboratively with staff, parents and pupils, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.

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

## **16. Confidentiality**

16.1. The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To an SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.



- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the Headteacher or SENDCO of the institution at which the pupil is intending to start their next phase of education.

## **17. Resolving disagreements**

17.1. The school is committed to resolving disagreements between pupils/parents and the school.

17.2. In carrying out of duties, we:

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

17.3. The school's Complaints Procedures Policy will be published on the school's website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

## **18. Publishing information**

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

18.2. The school will publish details of the SEND information report on the website.

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

## **19. Monitoring and review**

19.1. The policy is reviewed on an annual basis by the Headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff.

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