



MARK
Education
Trust

SEND Policy

Special Educational Needs and Disability

Policy document provenance

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	V1.1

Summary of key changes made since last review:	Formatting updates to bring in line with the trust’s policy template. Full revision of policy and process incorporating Hailsham Academy (Primary and Secondary Phase) into the trust policy.
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Unless there are legislative or regulatory changes in the interim, this policy will be reviewed on an annual basis. Should no substantive changes be required at this point, the policy will move to the next review cycle.

Related policies:	MARK Education Trust Admissions Policy Each school’s Equality Policy, Statement & Objectives MARK Education Trust Data Protection (GDPR) Policy MARK Education Trust Data Retention Policy MARK Education Trust Child Protection and Safeguarding Policy Each school’s Supporting Students with Medical Conditions Policy Each school’s Careers Education Information and Guidance Policy MARK Education Trust Curriculum Statement MARK Education Trust Behaviour Policy MARK Education Trust Complaints Policy MARK Education Trust Accessibility Policy & each school’s Accessibility Plan
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Statement of intent

MARK Education Trust is ambitious for excellence in all we do and our mission is to provide the best possible education for all our students, including those with Special Educational Needs and Disabilities (SEND).

This policy outlines the framework for the schools in the trust to provide an ambitious high-quality education to all of its students and develop a deep knowledge of the most significant ideas in the planned curriculum.

All students in MARK Education Trust, will develop keen interests, a lifelong passion for learning and an impressive, coherent, and cumulative understanding of the world.

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

- Ensure all students receive the highest quality teaching
- Be fully inclusive, so that all our students have an equal opportunity to be successful
- All students, including those with SEND, are fully involved in the wider life of the school and are fully prepared for life after school

Underpinning this policy is the trust's commitment to collaboration with young people and their parents and carers, about their provision. The trust is also committed to working with education, health, and social care services.

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 & Social Care Act 2012 (Regulated Activities, Amendment, Coronavirus) Regulations 2021
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 2011
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children's Act 2004
- Children's 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 2003
- RPWD (Rights of Persons with Disabilities) Act 2016
- Data Protection Act 2018
- The General Data Protection Regulation 2018
- Health and Care Act 2022
- Disabled Persons (Services, Consultation and Representation) Act 1986
- The Special Educational Needs and Disability (Amendment) Regulations 2024

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 students at school with medical conditions'
- DfE (2023) 'Working together to safeguard children 2023'
- DfE (2018) 'Mental health and wellbeing provision in Academies'
- DfE (2021) 'Schools Admissions Code 2021'
- DfE (2024), 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled students'

1.3 This policy operates in conjunction with the following trust policies:

- MARK Education Trust Admissions Policy
- Each school's Equality Policy, Statement & Objectives
- MARK Education Trust Data Protection (GDPR) Policy
- MARK Education Trust Data Retention Policy
- MARK Education Trust Child Protection and Safeguarding Policy
- Each school's Supporting Students with Medical Conditions Policy
- Each school's Careers Education Information and Guidance Policy
- MARK Education Trust Curriculum Statement
- MARK Education Trust Behaviour Policy
- MARK Education Trust Complaints Policy
- MARK Education Trust Accessibility Policy & each school's Accessibility Plan

2. Definitions

- 2.1 For this policy, a student 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
- 2.2 Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.
- 2.3 Each school in the trust reviews how well equipped it is to provide support across the following areas of need:
- Communication and interaction
 - Cognition and learning
 - Social, emotional, and mental health difficulties
 - Sensory and physical needs

Communication and interaction

- 2.4 Students with speech, language, and communication needs (SLCN) can 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.
- 2.5 Each school in the trust recognises that:
- Students with Autism Spectrum Condition (ASC) can have particular difficulties with social interaction
 - The profile for every student 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
- 2.6 Each school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) will work with students, parents and carers and language and communication experts (where necessary and available) to ensure students with communication and interaction have every opportunity to succeed in their learning.

Cognition and Learning

- 2.7 All teachers use evidence-based strategies for impactful and efficient teaching and learning
- 2.8 Each school in the trust understands that SEND covers a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENDCo will ensure that any provision offered will be suitable to the needs of the student.
- 2.9 Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Social, emotional and mental health difficulties

- 2.10 Students may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive, and disturbing behaviour.

- 2.11 Each school in the trust recognises that these behaviours may reflect underlying mental health difficulties, and the school will aim to work with parents and carers and carers, external agencies, and support networks to try to support students with these difficulties.

Students with Attention Deficit and Hyperactivity Disorder (ADHD) and Attention Deficit Disorder (ADD) can have particular difficulties with social interactions and emotional regulation

Sensory or physical needs

- 2.12 Impairments that prevent or hinder students from using the trust's facilities, such as vision impairment (VI), do not necessarily have SEND. However, if a student is not able to access the curriculum without adaptations (for example, enlarged font, assistive tech) they would be classed as having a disability and therefore SEND Support.
- 2.13 Each school in the trust will ensure its staff understand that:
- Some conditions can be age-related and can fluctuate over time
 - A student with a disability is covered by the definition of SEND if they require special educational provision
 - Adaptation of classroom provision may be necessary to support our students with sensory or physical needs

3. Objectives

- 3.1 Each school in the trust will endeavour to achieve the core aims of this policy by meeting the following strategic and measurable objectives:
- Use their best endeavours to make sure that students with SEND get the support they need to access the school's broad and balanced curriculum
 - Ensure that students with SEND engage in the activities of the school alongside students who do not have SEND
 - Ensure that students with SEND have equitable access to all aspects of school life, including participation in after-school activities, enrichment opportunities, and school trips, with reasonable adjustments made where necessary
 - Ensure there is high-quality provision to meet the needs of students with SEND, with specific focus on inclusive practice and removing barriers to learning
 - Fulfil its statutory duties towards students 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 students
 - Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with their peers
 - Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO
 - Inform parents when they are making special educational provision for their child
 - Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for students with SEND
 - Information about the admission arrangements for students with SEND and the steps taken to prevent them being treated less favourably than others
 - A SEN information report about the implementation of the school's policy for students with SEND

4. Roles and responsibilities

4.1 The trust board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the trust
- Ensuring the trust meets its duties in relation to supporting students with SEND
- Ensuring that in each school in the trust there is a qualified teacher designated as SENDCo
- Ensuring that each school in the trust offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all students, including students with SEND
- Ensuring the trust meets its obligations in relation to Equal Opportunities
- Regularly monitoring the trust's policies and procedures, to review their impact on students with SEND
- Ensuring that each school in the trust has an accessibility plan, showing how it reviews accessibility and makes reasonable adjustments
- Ensuring annual information is published by the trust, setting out the measures and facilities to assist access for students with disabilities on each school's website
- Ensuring annual information is published by the trust about the arrangements for the admission of students with SEND, the steps taken to prevent students being treated less favourably than others, the facilities provided to assist students with SEND, and the school's accessibility plan on each school's website
- Ensuring there is a trust complaints policy which, along with details about appealing to the SEND tribunal, will be made known to parents and carers and students
- Ensuring that each school in the trust there are arrangements to support students at school with medical conditions, in line with the school's Supporting Students with Medical Conditions Policy

4.2 The Executive Team, and the school's Senior Leadership Team in each school in the trust shall be responsible for:

- Ensuring each school holds ambitious expectations for all students with SEND
- Establishing and sustaining culture and practices that enable students with SEND to access the curriculum and learn effectively
- Ensuring each school works effectively, in partnership with parents, carers, and professionals, to identify the additional needs and SEND of students, providing support and adaptation where appropriate
- Ensuring each school fulfils its statutory duties with regard to the SEND Code of Practice
- Ensuring that in each school those who are teaching or working with students with SEND are aware of their needs and have arrangements in place to meet them
- Ensuring that in each school, teachers monitor and review students' progress during the academic year
- Ensuring that each school is cooperating with the LA during annual Education, Health and Care (EHC) plan reviews
- Ensuring that in each school the SENDCo has sufficient time and resources to carry out their functions
- Ensuring that in each school the SENDCo is provided with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities
- Ensure that any teacher designated as SENDCo holds or is working towards either the National Award for Special Educational Needs Coordination (NASENCo) or the National Professional Qualification for Special Educational Needs (NPQ SEND), and will achieve one of these qualifications within three years of starting the role, in accordance with statutory requirements

- Ensuring that each school designates a teacher for LAC, to ensure that the needs of the students are fully understood by relevant school staff. Regularly and carefully reviewing the quality of teaching for students at risk of underachievement, as a core part of the trust’s performance management arrangements
- Ensuring that in each school, teachers understand the strategies to identify and support vulnerable students
- Ensuring that in each school, teachers have an established understanding of different types of SEND
- Ensuring that in each school procedures and policies for the day-to-day running of the trust do not directly or indirectly discriminate against students with SEND
- Ensuring that in each school students with SEND and their parents and carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans
- Ensuring that each school establishes and maintains a culture of high expectations and including students with SEND in all opportunities available to other students
- Ensuring that each school consults health and social care professionals, students, parents and carers to ensure the needs of children with medical conditions are effectively supported
- Ensuring that each school keeps parents and carers and relevant teachers up-to-date with any changes or concerns involving a student, considering the trust’s Data Protection Policy
- Ensuring that each school identifies any patterns in the identification of SEND and comparing these with national data
- Reporting to the Board of Trustees on the impact of SEND policies and procedures

4.3 The SENDCo in each school will be responsible for:

- Collaborating with the Local Governing Committee, the, Executive Team, and the school’s Senior Leadership Team to determine the strategic development of SEND policy and provision in the school
- The day-to-day operation of SEND policy
- The coordination of specific provision made to support individual students with SEND
- Liaising with the relevant designated teacher for LAC with SEND, if this is not the SENDCo
- Advising on a graduated approach to providing SEND support
- Advising on the deployment of the school’s delegated budget and other resources to meet students’ needs effectively
- Liaising with the parents and carers of students with SEND, or delegating that liaison to a member of their team
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required, or delegating that liaison to a member of their team
- Being or identifying a key point of contact for external agencies, especially the LA and LA support services
- Liaising, or delegating liaison with the potential future providers of education to ensure that students and their parents and carers are informed about the options, and a smooth transition is planned
- Working with the relevant trustees, governors, the Executive Team, and the school’s Senior Leadership Team to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements
- Ensuring that the school keeps records of all students with SEND up to date, in line with the trust’s Data Protection Policy

- Providing professional guidance to colleagues, and working closely with staff, parents and carers and other agencies
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family
- Informing the parents and carers of students with SEND, who do not have an EHC plan, that SEND provision is being made
- In collaboration with the SLT, identifying any patterns in the identification of SEND within the school and comparing these with national data
- Participating in training and CPD opportunities
- Providing training to relevant class teachers and Teaching Assistants
- Supporting teachers in the further assessment of a student's particular strengths and weaknesses, and advising on effective implementation of support

4.4 Classroom teachers will:

- Plan and review support for students with SEND on a graduated basis, in collaboration with parents and carers, the SENDCo and, where appropriate, the students themselves
- Set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment
- Plan lessons to address potential areas of difficulty
- Ensure students with SEND are able to study the full curriculum
- Be accountable for the progress and development of the students in their class
- Understand and implement strategies to identify and support vulnerable students with the support of the SENDCo
- Be aware of the needs, outcomes sought, and support provided to any students with SEND they are working with
- Keep the relevant stakeholders up to date with any changes in behaviour, academic developments and causes of concern

5. Identifying SEND

- 5.1 The trust has a clear approach to identifying and responding to SEND. It recognises that early identification and effective provision improves long-term outcomes for the students. As part of the overall approach to monitoring the progress and development of all students, it has a clear approach to identifying and responding to SEND as outlined in the school's SEND Information Report.
- 5.2 With the support of each school's SLT, classroom teachers will conduct regular assessments for all students, supporting the process of identifying students who are making less than expected progress.
- 5.3 Progress will be characterised using the following indicators:
- The amount of the curriculum that the student can remember over time
 - The difference in individual's attainment when compared with previous assessments
 - It is recognised that students may make progress against a previous assessment, but are working significantly below the age-related expectation

6. Safeguarding

- 6.1 The trust recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that students with SEND:
- Have the potential to be disproportionately impacted by behaviours such as bullying
 - May face additional risks online, e.g. from online bullying, grooming and radicalisation
 - Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment
- 6.2 The trust recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers can include, but are not limited to:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration
 - These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students
 - The potential for students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
 - Communication barriers and difficulties in managing or reporting these challenges
 - A different cognitive understanding and being unable to understand the difference between fact or fiction in online content
- 6.3 The Executive Headteacher and board of trustees will ensure that the trust's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving students with SEND, staff will have due regard for the procedures outlined in the trust's Safeguarding Policy and Student Behaviour Policy.
- 6.4 Care will be taken by all staff, particularly those who work closely with students with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.
- 6.5 All school staff will be particularly alert to the potential need for early help for students with SEND and additional needs.
- 6.6 The headteacher at each school will ensure that students with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of students with SEND.
- 6.7 Any reports of abuse involving students with SEND will involve close liaison between the DSL and the SENDCo.

7. SEND Support

- 7.1 The trust is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual students, is the first step in responding to students who have or may have SEND.
- 7.2 Subject leaders and teachers at each school will:
- Set high expectations for every student
 - Plan stretching work for students whose attainment is significantly above the expected standard
 - Plan lessons for students who have low levels of prior attainment or come from disadvantaged backgrounds
 - Use appropriate assessment to set targets which are deliberately ambitious
 - Plan lessons to ensure that there are no barriers to every student achieving

- Be responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff
- Ensure that SEND students have the same curriculum experience

7.3 Decisions on whether to make special educational provision for students will be based upon:

- Discussions between the teacher and SENDCo
- Analysis of the student's progress – using internal formative and summative assessments, alongside national data, and expectations of progress
- Discussion with the student and their parent or carer

8. Graduated approach

8.1 Once a student has been identified with SEND, the school will employ a graduated approach to meeting the student's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined, and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the student's needs
- **Plan:** setting out small-steps targets, agreeing the adjustments, interventions, and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the student's progress in line with the agreed review date

8.2 Where deemed necessary, the school will access specialised assessments from external agencies and professionals.

8.3 Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a student, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment (see section 16.)

8.4 The school will consider whether additional pastoral support and attention for students with SEND is required, alongside ensuring that any appropriate support for communication is in place.

EAL

8.5 The school is aware that there may be students at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

8.6 The school will consider the student within the context of their home, culture and community and look carefully at all aspects of a student'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.

9. Children with specific circumstances

LAC (Looked After Children)

9.1 Children in the trust who are being accommodated, or who have been taken into care by the LA, are legally defined as being 'looked after' by the LA. The trust will admit any LAC student that names the school as their school of choice

- 9.2 The trust recognises that children that have SEND are more likely to be 'looked after', and it is possible that a significant proportion of them will have an EHC plan
- 9.3 Each school in the trust have designated members of staff responsible for coordinating the support for LAC
- 9.4 Each school's SENDCo should ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

10. Admissions

- 10.1 The trust will ensure it meets the duties set out under the School's Admissions Code by:
- Not refusing admission for a child where a Local Authority has named the school in Section I of the EHC plan. This also applies if the school has a specialist facility that is named by a Local Authority in Section I. Considering applications from parents and carers of children who have SEND but do not have an EHC plan
 - Adopting fair practices and arrangements in accordance with the School's Admissions Code for the admission of children without an EHC plan
 - Not discriminating against or disadvantaging applicants with SEND
 - Ensuring policies relating to school uniform and trips do not discourage parents and carers of students with SEND from applying for a place
 - Ensuring the trust's oversubscription arrangements will not disadvantage children with SEND
- 10.2 Arranging for the fair admission of students with SEND are outlined in the trust Admissions Policy and will be published on the trust and each of its school's websites.

11. Transition

- 11.1 The trust is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.
- 11.2 Details about the transition arrangements are published in each school's SEND Information Report available on the school's website.
- 11.3 EHC plans will be reviewed and amended in sufficient time prior to a student moving between key phases of education, to allow for planning for and, where necessary, commissioning of, support and provision at the new phase.

12. Supporting successful preparation for adulthood

- 12.1 Each school in the trust will ensure that students are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.
- 12.2 Each school in the trust will engage with Early Years Providers, primary and secondary schools and FE providers, as necessary, to help plan for any transitions.
- 12.3 Each school in the trust will transfer all relevant information about students to any educational institution that they are transferring to.
- 12.4 Each school in the trust will take an active role in preparing students 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.

- 12.5 Each school in the trust will ensure that it meets its duty to secure independent, impartial careers guidance for students in Years 9-13, including:
- Discussing preparation for adulthood in planning meetings with students and parents and carers from Year 9
 - Helping students and their families prepare for the change in legal status once a student is above compulsory school age
 - Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEND
 - Helping students, parents and carers understand and explore how the support they will receive in the 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 students with SEND to make successful transitions
- 12.6 The school will implement a Careers Education Information and Guidance Policy, which will include details on how each school will work with students with SEND to ensure they are prepared for the workplace.

13. Involving students and parents and carers in decision-making

- 13.1 Parents and carers of students with SEND are encouraged to share their knowledge of their child.
- 13.2 Parents and carers/ will always be formally notified when the school provides their child with SEND support.
- 13.3 Decisions on whether the school will commission added provisions will be discussed with, parents and carers and, when appropriate, the student involved.
- 13.4 The planning that the school implements will help parents and carers, and students with SEND express their needs, wishes and goals, and will:
- Focus on the student as an individual, not allowing their SEND to become a label
 - Be easy for students and their parents and carers to understand by using clear, ordinary language and images, rather than professional jargon
 - Highlight the student's strengths and capabilities
 - Enable the student, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
 - Tailor support to the needs of the individual
 - Bring together relevant professionals to discuss and agree together the overall approach
- 13.5 Representatives of each school's SEND department will be available to meet with students, and give their parents and carers the opportunity to discuss, clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

14. Joint commissioning, planning and delivery

- 14.1 The trust is committed to ensuring that students 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.
- 14.2 Schools will work collaboratively to share SEND best practice across the trust.
- 14.3 Each school in the trust will work closely with local education, health, and social care services to ensure students get the right support.

- 14.4 Each school in the trust 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).
- 14.5 The trust’s Data Protection Policy will be adhered to at all times.
- 14.6 Each school in the trust will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to the improved educational attainment, outcomes and wellbeing for children and young people with SEND
- 14.7 Where students with SEND also have a medical condition, their provision will be planned and delivered in coordination with the Health Care plan
- 14.8 SEND support will be adapted depending on its effectiveness in achieving the agreed outcomes.

15. Funding

- 15.1 Each school in the trust will allocate the appropriate amount of core per-student funding and notional SEND budget for the SEND provision of its students
- 15.2 Each school will continue to make SEND provision from its own budgets, where practical, even if a student has an EHC plan or is in receipt of high needs top up funding.

16. Education Health and Care Needs Assessment

- 16.1 Each school in the trust recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a student, some students may not make expected levels of progress. In these cases, the school will consult with parents and may consider requesting an EHC needs assessment.
- 16.2 The purpose of an EHC plan is to make special educational provision to meet the SEND of the student, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.
- 16.3 As part of the EHC needs assessment, each school will meet its duty by:
- Responding to any request for information, as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
 - Providing the LA with any school-specific information and evidence about the student’s profile and educational progress.
 - Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.
- 16.4 If, following the assessment, the LA decides not to issue an EHC plan, each school will be provided with written feedback collected during the EHC needs assessment. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the student can be achieved through further special educational provision made by the school and its partners.
- 16.5 Where the LA decides to issue an EHC plan, 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 student’s EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

16.6 Each school will ensure that all those teaching or working with a student with an EHC plan are aware of the student's needs and that arrangements are in place to meet them.

17. Reviewing EHC plans

17.1 Each school will ensure that teachers monitor and review the student's progress during the year and conduct a formal review of the EHC plan at least annually.

17.2 Each 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, such as representatives from the LA SEN, social care and health services
- Seek advice and information about the student 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
- Ensure that sufficient arrangements are put in place at the school to host the annual review 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 to create the greatest confidence amongst students and their parents
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan
- Clarify to the parents and student that they have the right to appeal the decisions made regarding the EHC plan
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element
- Where necessary, provide support from an advocate to ensure the student's views are heard and acknowledged
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged
- Review each student's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another

17.3 If a student's needs significantly change, the school may request a re-assessment of an EHC plan.

18. Supporting successful preparation for adulthood for students with EHC Plans

18.1 The school is aware that being supported towards greater independence and employability can be life-transforming for students with SEND. It recognises the importance of starting early, centring on student aspirations, interests and needs, and will ensure that students 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.

18.2 Each school will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society

- Engage with FE providers as necessary to help plan for any transitions
- Ensure students from Year 8 until Year 13 are provided with independent careers guidance

18.3 Each school's Careers Policy details how the school will fulfil its statutory duties under section 42 of the Education Act 1997 and work with students with SEND to ensure they are prepared for the workplace.

19. Training

19.1 Each school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD plan.

19.2 The SENDCo in each school will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing students with SEND.

19.3 Relevant staff members will keep up to date with any necessary training, which will be provided by each school's SENDCo as well as external agencies, where appropriate.

19.4 Training will cover both the mental and physical needs of students with SEND.

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

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

19.7 All new staff during their induction, will receive SEND training.

19.8 There is a culture of continuous staff training on SEND strategies and practice in each school, with information shared at weekly staff meetings and at INSET days.

20. Promoting mental health and wellbeing

20.1 The curriculum for personal development will focus on promoting student's resilience, confidence, and ability to learn.

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

20.3 Where appropriate, each school in the trust will support parents and carers in the management and development of their child.

20.4 When in-school intervention is not appropriate, referrals and commissioning will be used instead. Each school will continue to support the student as best it can.

20.5 For students with more complex problems, additional in-school support will include:

- Supporting the student's teachers, to help them support the student's behaviour
- Additional educational support for the student
- Students with medical needs will have a Health Care Plan

20.6 Each school in the trust will also consider whether disruptive behaviour is a manifestation of SEMH needs.

20.7 Each school in the trust will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

21. SEND disputes and tribunals

- 21.1 In carrying out of duties, the trust:
- Supports early resolution of disagreements at the local school level
 - Explain the independent disagreement resolution arrangements in the trust Complaints Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals
- 21.2 All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the student's education suffering.
- 21.3 In all cases, the trust's complaints policy and procedure will be followed, allowing for a complaint to be considered informally at first.
- 21.4 Following a parent or carer's serious complaint or disagreement about the SEND provisions being supplied to a student, 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.
- 21.5 Each school in the trust will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.
- 21.6 Following the use of informal resolutions, the case will be heard by governors who are independent of the management and running of the school.
- 21.7 If disagreements are not resolved at a local level, the case will be referred to the ESFA (Education and Skills funding Agency).
- 21.8 Each school in the trust will fully cooperate with the LA by providing any evidence or information that is relevant.

22. Data and record keeping

- 22.1 Each school in the trust 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 students
 - Maintain an accurate and up-to-date register of the provision made for students with SEND
 - Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map
- 22.2 Each school in the trust will keep data on the levels and types of need within the school and makes this available to the LA.
- 22.3 Each school in the trust will produce a SEND information report annually that will be approved by the Local Governing Committee (LGC) and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.
- 22.4 All information will be kept in accordance with the trust's Data Protection GDPR Policy.

23. Confidentiality

- 23.1 Each school in the trust will not disclose any EHC plan without the consent of the students', parents, or carers, except for disclosure:
- To a SEND tribunal when parents or carers appeal, and to the Secretary of State under the Education Act 1996
 - On the order of any court for any criminal proceedings

- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and LAs
- To any person in connection with the student’s application for students with disabilities allowance in advance of taking up a place in HE
- To the Headteacher (or equivalent position) of the institution at which the student is intending to start their next phase of education

24. Publishing information

- 24.1 Each school in the trust will publish information on its website about the implementation of the SEND Policy in the school’s SEND Information Report.
- 24.2 Each school in the trust will publish details of the SEND information report on its website.
- 24.3 The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

25. Local Offer

- 25.1 The school’s governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:
- **Collaborative:** Where appropriate, the school will work with LAs, parents and students 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 students’ 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 students 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 students access the Local Offer, the information is up to date
- 25.2 The school will provide the LA with information about their existing SEND provision and capabilities to support students with SEND to aid in the drafting of the Local Offer, where required.

26. Monitoring and review

- 26.1 The policy is reviewed on an annual basis by the Deputy Headteachers that lead on SEND in collaboration with the SENDCos in each school.
- 26.2 Any changes made to this policy will be communicated to all members of staff across the trust. All members of staff across the trust are required to familiarise themselves with this policy as part of their induction programme.
- 26.3 The next scheduled review date for this policy is **January 2027**