



Special Educational Needs and Disabilities (SEND) Policy

Review by policy owners:	Director of Inclusion – Spring 2026
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Within this policy the term CEO refers to the CEO of the Trust. The term Headteacher refers to the Headteacher of the school (or Executive Headteacher, where applicable). For any matters relating to staff who work outside of a single school setting, the Head of Service is the responsible person where the term “Headteacher” is used. If an issue/potential issue is connected with a Headteacher or Head of Service, the CEO is the responsible person where the term “Headteacher” is used.

The Trustees of the Twynham Learning Trust (the Trust) are Charity Trustees and Company Directors and for the purpose of this policy these terms are interchangeable.

This policy reflects the legislation at the time that it was last reviewed. Any changes in legislation will take precedence over anything printed in this policy.

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1.0 - STATEMENT OF INTENT

The Special Educational Needs and Disabilities (SEND) Policy aims to:

- Set out how Twynham Learning (TL) will support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

This policy outlines the framework for the schools within TL to meet their duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, TL schools aim to:

- Promote inclusion in all aspects of the school community.
- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Ensure that there is an understanding that all teachers are teachers of pupils with special educational needs.

The TL schools will work with the local authority (LA), or equivalent, within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making.
- To ensure that all pupils with SEND have their needs identified to support academic progress, good physical and mental health and wellbeing.
- 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.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.

2.0 - TWYNHAM LEARNING EXCELLENCE IN SEND

VISION

All pupils will achieve expected or above expected outcomes in line with their ability, through:

- Schools offering quality provision.
- All TL staff being aspirational for all pupils.
- All TL Staff having a clear understanding of needs and implementing effective tailored strategies to break down barriers - 'All teachers are teachers of SEND'.
- All TL staff identifying needs at the earliest point possible through implementing the graduated response.
- TL staff will monitor and assess the progress/impact of provision as part of the ongoing graduated response cycle.
- TL staff will build on each other's provision (nursery → primary → secondary) to provide the best future opportunities.
- TL will work effectively and consistently within the community and with the LA.
- TL schools will offer high quality SEND focused CPD opportunities to all TL staff.

This policy supports the vision outlined above by setting out the broad principles and practice as to how TL supports pupils with SEND to ensure that they achieve their full potential.

Twynham Learning through the schools will:

- follow the approach and guidance outlined in the SEND Code of Practice.
- ensure SEND is a whole Trust priority requiring whole school responsibility.
- identify pupils with SEND, as early as possible, and make appropriate provision in accordance with the SEND Code of Practice.
- ensure that all pupils with SEND have their needs identified in order to support academic progress and good physical and mental health and wellbeing.
- provide all pupils with access to a broad and balanced curriculum through scaffolded activities.
- ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing barriers to learning.
- regularly assess and monitor pupils' progress to allow the relevant support and provision to be provided.
- ensure that pupils with SEND are included in all aspects of school life.
- provide all staff with continuous professional development and training.
- build partnerships between home, community and TL, and ensure pupils and their parents/carers are treated with respect and have their views taken in to account.

- ensure parents/carers are informed of their child's SEND, SEND provision and ensure that there is effective communication between parents/carers and TL schools.
- ensuring that pupils express their views, and where appropriate are fully involved in decisions which affect their education.
- promote effective partnership and involve outside agencies where and when appropriate in order to meet the pupils' needs.

We believe educational provision is underpinned by quality first curriculum, teaching and assessment and should not be compromised by anything less.

3.0 - LEGAL FRAMEWORK

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

- Children and Families Act 2014
- Health and Social Care Act 2022
- 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
- The Special Educational Needs and Disability (Amendment) Regulations 2024

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

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2024) 'Keeping children safe in education'
- 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'
- DfE (2023) 'Working Together to Safeguard Children 2023'

This policy operates in conjunction with the following Trust-wide policies:

- Data Protection Policy
- Safeguarding & Child Protection Policy
- Complaints Policy & Procedure
- Statement of Intent – Behaviour
- Equality Policy

This policy operates in conjunction with the following individual school policies:

- Admissions Policy

4.0 - INTRODUCTION

Twynham Learning believes that meeting every pupil's needs is the responsibility of all. In order to provide excellence in education, TL staff will ensure that pupils will be treated as individuals whilst developing their sense of place within the wider community. TL is therefore committed to offering an inclusive curriculum to ensure the best possible progress for all of its pupils, whatever their needs or abilities.

5.0 - DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

For this policy, a pupil is defined as having SEND in line with The Code of Practice 2015 which defines SEND as:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: (a) have a significantly greater difficulty in learning than the majority of others of the same age; or (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions'.

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.

The schools review how well equipped they are to assess and 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	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. TL 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. TL will work with pupils, parents and language and communication experts where necessary to ensure pupils with SLCN reach their potential.
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Cognition and Learning	Learning difficulties cover a wide range of needs, such a moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). TL schools will ensure that any provision offered will be suitable to the needs of the pupil. 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	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. TL schools recognise that these behaviours can be representative of an unmet need or may reflect underlying mental health difficulties such as anxiety or depression. TL 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; the Behaviour Policy explains how we will manage the effect of any disruptive behaviour so that it does not adversely affect other pupils.
Physical and/or Sensory	Impairments such as visual impairment (VI) that prevent or hinder pupils from using the school facilities do not necessarily fall under the definition of 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. TL 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.

TL recognises that:

- each pupil is an individual with their own particular educational needs.
- all pupils have the right to a broad and balanced curriculum, scaffolded to reflect their needs and with regard to continuity and progression.
- learning experiences should encourage self-motivation and independence and focus on positive achievement.
- every effort should be made to reduce the risk of 'labelling' for pupils with special educational needs. Wherever possible pupils with SEND will work alongside their peers, with reasonable adjustments. However, there may be times when pupils are withdrawn for specialist teaching which TL strives to make a positive experience and a 'natural' course of events.
- the nature of pupil's SEND might be long or short term, and in one or more areas.

- the provision made by TL schools is a process which is strongly rooted in partnership with parents.
- there should be an element that focuses on pupils' futures beyond the school environment.

For all pupils we build on our TL values of: Humility, Equality and Community, ensuring that we: Aim high, keep improving, don't leave anyone behind and see the bigger picture for all pupils.

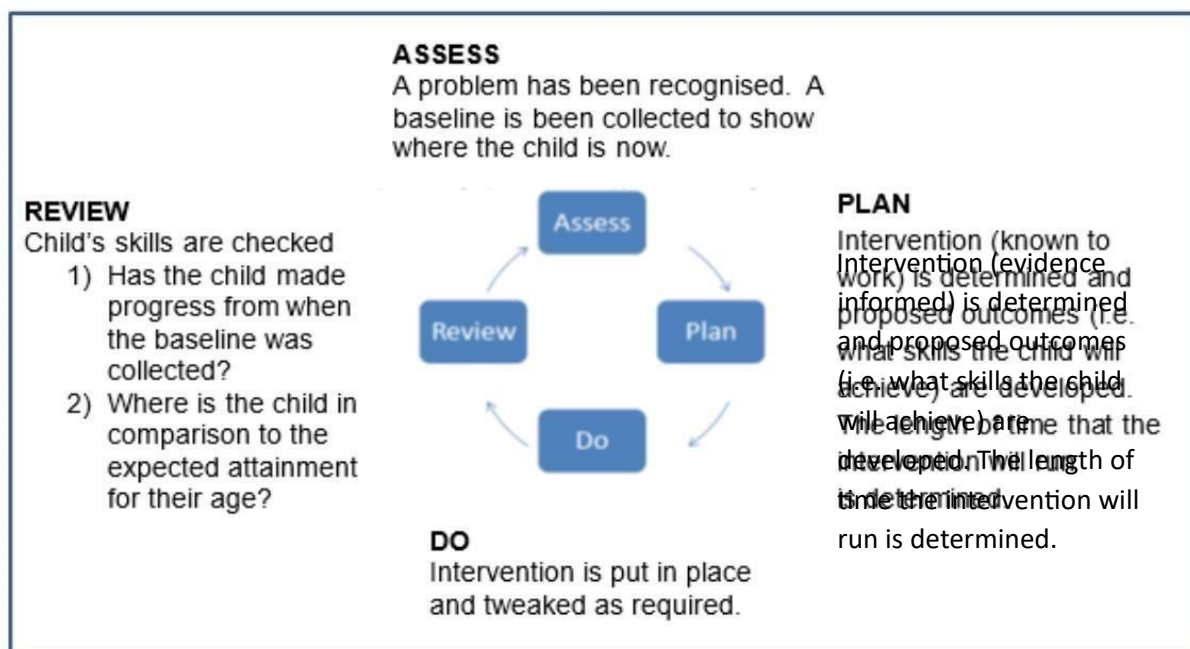
6.0 - IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS:

TL Schools will assess each pupil's current skills and levels of attainment on entry. Teachers will make regular assessments of all pupils' progress and identify those whose progress:

- is significantly slower than that of their peers from the same baseline.
- fails to match or better the child's previous rate of progress.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

This may include progress in areas other than attainment, for example, social and emotional needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

TL is committed to the early identification of special educational needs. This will be completed through the use of the Graduated Response. More information about the Graduated Response can be found in the 2015 SEND Code of Practice.



The first response to providing for a pupil's individual need will be through quality first teaching targeted at their areas of need.

TL believes that it is extremely important to be able to identify any learning needs that a pupil may have.

This will mean that appropriate support can be provided to ensure that the pupil makes good progress from their starting point academically, socially and physically, as well as ensuring that they have positive mental health and wellbeing.

Pupils may be placed on a monitored register as investigation of needs and additional support are allocated. This means that their progress will be closely monitored, and they may be given a specific target to achieve.

Once a pupil has an identified 'barrier to learning', which has been highlighted through in-school assessments or outside agency involvement, they will move onto the school SEN Code of Practice.

7.0 - GRADUATED RESPONSE

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, 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.
- Implementing the interventions, with the support of the SENDCo.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

8.0 - ROLES AND RESPONSIBILITIES

The Trust Board is responsible for:

- Ensuring this policy is implemented fairly and consistently across the Trust.
- Ensuring there is a named Trustee for SEND
- Ensuring SEND has a high profile at board meetings

Each Local Ambassador Board is responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.
- Ensure there is a lead Ambassador member for SEND.

Headteachers will:

- Ensure 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.
- Ensure 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.

- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Coordination or the National Professional Qualification for Special Educational Needs Co-ordinators. Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- 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.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

SENDCos have responsibility to:

- Work together as Trust SENDCos to ensure excellent outcomes and provision for all pupils within their schools.
- Be responsible and accountable for the progress and development of all pupils in their class including those with SEND.
- Support Trust-wide improvement and training through SEND reviews.
- Work with the Headteacher and SEND Ambassador to determine the strategic development of the SEND Policy and provision in TL schools in order to raise the achievements of pupils with SEND.
- Co-ordinate the provision and support for children with SEND and deliver the day-to-day operation of the SEND Policy.
- Develop and evaluate the School's SEND action plan.
- Liaise with and advise fellow teachers/teaching assistants and heads of year (secondary).
- Work with/liase with the School Ambassador Committee (governors) and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access to arrangements.
- Monitor the effectiveness of SEND provision across the school. Advise on a graduated approach to providing SEND support.
- Monitor and support the writing and reviewing of learning/support plans/trackers.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up to date.
- Jointly contribute and arrange CPD training for staff and identify training needs across all Trust schools.
- Manage the EHCP procedure and provision for pupils with an EHCP.
- Prepare the arrangements for the admission of pupils with disabilities and the facilities provided to enable access to the school in line with the school's accessibility plan.

- Regularly review the school's accessibility plan showing how the school plans to improve access progressively over time.
- Support with the transition to other schools, working with both feeder and receiving schools, along with in-school transitions.
- Liaise with parents/carers, external agencies, and the Local Authority regularly to provide information on pupils' needs, provision and outcomes.

Teachers will:

- Deliver high quality teaching – ensuring the needs of all are met.
- Be responsible and accountable for the progress and development of all pupils in their class including those with SEND.
- Plan and review support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Liaise with parents/carers, SENDCos and the pupils.
- Set high expectations for all pupils and teach a broad and balanced curriculum for all.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving and that every pupil with SEND is able to access the curriculum.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Follow school procedures for monitoring and reporting on behaviour, progress and concerns.
- Set high academic and behavioural expectations for all pupils in their class, including those with SEND, and support them in achieving them.
- Engage in relevant CPD to ensure they are up to date with new methodologies when supporting SEND pupils in the classroom.

9.0 - EARLY YEARS CHILDREN WITH SEND

TL will ensure that all staff who work with young children are alert to emerging difficulties and respond early.

TL will ensure staff listen and understand when parents express concerns about their child's development. TL staff will listen to any concerns raised by children themselves.

TL will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- The SENDCo is responsible for coordinating SEND provision.
- Parents are informed when the school makes special educational provision for their child.
- A report is prepared and sent to parents, and includes the following:
 - The implementation of our SEND Policy
 - Arrangements for the admission and transition of children with SEND

- The steps being taken to prevent children with SEND from being treated less favourably than others
- The facilities provided to enable access to the school for children with SEND – The accessibility plan, showing how we plan to improve access over time.

10.0 - CHILDREN WITH SPECIFIC CIRCUMSTANCES

Care Experienced Children

Pupils who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

TL schools recognise that care experienced children may have additional barriers to their learning, and in some cases require an EHCP to meet their needs

Each TL School has a designated teacher for looked after children who holds overall responsibility for the progress and educational outcomes of these young people.

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

English as an Additional Language (EAL)

EAL is not considered a SEND area of need on its own. TL schools appreciate 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.

TL schools will give particular care to the identification and assessment of the special educational needs of pupils whose first language is not English.

TL schools will consider the pupil within the context of their home, culture and community.

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.

TL schools 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.

11.0 - SEND REGISTER:

Following a range of assessments and graduated response, it is considered that a pupil has special educational needs when they require support which would be beyond that received as part of normal classroom practice. The pupil will then be placed on the school's SEND register. This register is kept electronically in school and simply records the child's broad area of need. All key staff within the school will have access to this register.

Strategies employed to support the pupil's special educational needs once they are on the SEND register will be recorded in a support/learning plan/tracker. The plan is based on the 'Assess, Plan, Do, Review' model explained in the Special Educational Needs and Disabilities Code of Practice (2015).

The plan may include information about:

- Short term targets that have been set for the pupil.
- The provision/intervention that has been put into place.
- A review of the progress of the pupil by the teacher, the child and the parents/carers.

12.0 - PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS:

Support/provision for pupils is based on a graduated response approach as follows:

SCAFFOLDED WORK IN THE CLASSROOM:

All teachers are teachers of pupils with special educational needs. At the heart of the work of every class is a continuous cycle of planning, teaching and assessing the pupil's progress. This considers the wide range of abilities of the pupil. The teacher will plan scaffolded learning, so that a pupil with special educational needs can access learning within the classroom. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

INTERVENTION PROGRAMMES:

For some pupils it will be appropriate for them to access small group or 1:1 intervention outside the classroom to support a particular need they may have, or to teach them a specific skill. TL uses a variety of different intervention/support programmes that a pupil can access in order to help them make progress. The support offered covers all four broad areas of need.

REFERRAL TO EXTERNAL AGENCIES:

Following a period of graduated response, if concerns remain about a pupil's progress, despite a range of reasonable adjustments, following consultation with parents/carers, TL schools may decide to seek support from professionals working within outside agencies. The outside agencies that work closely with TL are: Educational psychologists, education welfare officers, occupational therapists, school nurses, speech and language therapists, community paediatricians and the Children and Adolescent Mental Health Service (CAMHS). External support agencies will usually spend some time working with the pupil or offering advice. They may provide more specialist assessments to inform planning and the measurement of the pupil's progress. They may also provide the school with advice about new or specialist strategies or materials that can be used to support the pupil.

TEAM AROUND SCHOOL

Team Around School meetings incorporate a network of professionals working with individual schools. The meeting aims to bring together a range of professionals who have a role in supporting pupils across the different areas of their day to day experience i.e. school, family and community. Following parent/carer consent, the meeting provides an opportunity to have a shared conversation about a young person that the school (or the wider team) may be concerned about. The aim of the meeting is to agree how the team can best support a young person in the school or their community (or both). This might be in the form of casework; group-work; projects; training or other approaches.

EARLY HELP ASSESSMENT:

As part of the intervention programme that the school offers, the family may be asked to complete an Early Help Assessment. This will allow support to be identified for both the young person and the family with a view to supporting the young person in achieving their full potential. A lead practitioner will be appointed following the completion of the Early Help Assessment form and it will be their responsibility to coordinate a multi-agency package of support for the family. This support will be monitored at regular Team Around the Family (TAF) meetings which will be held approximately every six weeks (once each half term).

IN CLASS SUPPORT:

The young person may be given increased levels of adult support in the classroom to enable him/her to access the curriculum alongside his/her peers. This will be decided upon according to the pupil's level of need.

EDUCATION HEALTH CARE PLAN

In a very small number of cases the school, along with the parents/carers, will make an application to the local authority for the young person to be granted an EHCP. See section 16 for further details about this.

13.0 - CONSULTING AND INVOLVING PUPILS AND PARENTS

TL fosters a working partnership between parents/carers and staff. The involvement of parents/carers in the identification and addressing of pupils' special educational needs is regarded as crucial.

Pupils should:

- focus on their strengths as well as their needs
- help in the planning of their support/learning plan
- have a say in the targets set
- agree to their targets
- share in the recording, monitoring and evaluating of their progress
- have access to all aspects of school life
- have high aspirations for their future.

Parents/carers will be empowered to:

- play an active and valued role in their child's education.
- have their child's difficulties identified early with appropriate intervention to support them.
- understand their child's strengths as well as their needs and help in the planning of their Individual learning plans.
- have a say in the targets set for their child.
- have knowledge of what they can expect for their child.
- have access to information, advice and support during assessment or decision-making processes about their child.

All parents of pupils identified on the SEND register should have access to information about the support on offer including that from Information, Advice and Support Services.

14.0 - JOINT COMMISSIONING, PLANNING AND DELIVERY

TL schools are 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.

TL schools will work closely with local education, health and social care services to ensure pupils get the right support.

TL schools 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). TL school's data protection policy will be adhered to at all times.

15.0 - ASSESSMENT

The pupil's class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in line with their peers and national data
- the views and experience of parents/carers
- the pupil's own views
- advice from external support services, if relevant.

If a pupil is placed on the SEND Register or a pupil has an EHCP, a learning/support plan/tracker will be drawn up to document short-term targets for the pupil, and guidance on provision and relevant classroom strategies. Many pupils on the SEND Register receive input from an outside agency such as the Speech and Language Service, Educational Psychology Service, the Hearing Support Service, a Community or Consultant Paediatrician or Children's Therapy Services. TL schools will follow the graduated approach and the cycle of 'Assess, Plan, Do, Review' and targets will be discussed with the pupil and parents/carers. Learning/support plans/trackers will be reviewed termly by the pupil's teachers and will also acknowledge the views of a range of stakeholders.

All staff who work with the pupil will be made aware of his/her needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Schools will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

16.0 - EDUCATION HEALTH CARE PLANS (EHCP) – STATUTORY ASSESSMENTS:**Request for a Statutory Assessment**

Where a request for a statutory assessment is made by a TL school to the LA, the pupil will have demonstrated a significant cause for concern. The LA will need information about the pupil's progress over time and will also need documentation in relation to the pupil's special educational needs and any action

taken to remove barriers to learning, including the additional resources and/or special arrangements already put in place. The school will provide this evidence through records of School Support.

This information may include:

- Learning/Support plans for the pupil
- Records of regular reviews and outcomes
- The pupil's health, including the child's medical history where relevant
- Academic attainment including: national curriculum expectations, predicted GCSE grades.
- Attendance
- Behaviour records and/or risk assessments
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Evidence generated from the graduated response
- Views of the parents/carers and the pupil
- Involvement of other professionals such as health, social services or education welfare services.

Educational Healthcare Needs Assessment (EHCNA) of Special Educational Needs and Disabilities

Statutory assessment involves consideration by the LA, working co-operatively with parents/carers, the school and other agencies (as appropriate), as to whether a statutory assessment of the pupil's special educational needs is necessary. A pupil will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent/carer or a referral by another agency. The local authority will consider the case for a statutory assessment of the pupil's special educational needs and disabilities where the evidence presented suggests that:

- The child or young person **has or may have** special educational needs ("**SEN**"); and
- whether they **may** need special educational provision to be made through an EHCP.

This test is set out in the law (section 36(8) of the Children and Families Act 2014). This means these are the only questions the LA should be asking when considering whether or not to carry out an EHC needs assessment.

An EHCP will:

- Give details of all of the pupil's strengths and special needs and disabilities.
- Specify the special educational provision necessary to meet the pupil's special educational needs and disabilities.
- Identify the type and name of the school where the provision is to be made.
- Include relevant health and social care needs of the pupil.
- Include information on non-educational provision.
- Indicate outcomes for the child with steps as to how they will be achieved.

All pupils with EHCPs will have targets set for them that have been established after consultation with parents/carers and the pupil. EHCPs outline provision required to meet the needs of the pupil.

Annual Review of an Individual Education Health Care Plan

All EHCPs must be reviewed at least annually, with the parents/carers, the pupil, the LA, the school and professionals involved, to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the pupil has achieved, as well as on any difficulties that need to be resolved.

17.0 - ADMISSIONS

Pupils with SEND will be admitted to the school in accordance with the admissions policy. For a child that holds an EHCP, this will be considered in accordance with the SEND code of practice and the Children's and Families Act.

18.0 - TRANSITION

- TL schools will ensure that pupils are supported to make a smooth transition at each phase of transfer. TL schools will engage with secondary schools, as necessary, to help plan for transitions.
- TL schools will engage with early year's settings, nursery and preschools, as necessary, to help plan for transitions.
- TL schools will engage with Infant schools, as necessary, to help plan for transitions. TL schools will engage with FE providers, as necessary, to help plan for any transitions.
- TL will transfer all relevant information about pupils to any educational setting that they are transferring to.

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

TL schools 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, FE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

TL schools will ensure that they meet their duty to secure independent, impartial careers guidance for pupils in Years 9-13, by arranging additional careers guidance meetings where necessary, including the careers service, in annual review meetings from Key Stage 4 onwards and additional opportunities to experience a wide range of careers and educational providers before phase transfer.

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.

The key transfers are as follows:

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

- Secondary school to FE providers.

19.0 - EVALUATING THE EFFECTIVENESS OF SEND PROVISION

TL schools will evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their targets and their progress across the curriculum in line with prior attainment.
- reviewing the impact of interventions after six to eight weeks.
- using pupil and parent/carers questionnaires.
- monitoring by the SENDCo.
- holding annual reviews for pupils with EHCPs.

20.0 - TRAINING

TL staff members will keep up-to-date with any necessary training, which will be provided by the SENDCos, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

During staff induction, all new staff will receive guidance on SEND processes and systems.

21.0 - PROMOTING MENTAL HEALTH AND WELLBEING

TL schools will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in all subjects across the curriculum.

Positive classroom management will be implemented to promote positive behaviour, social development and high self-esteem. TL Schools will employ a graduated response to mental health and wellbeing prior to engaging specialist services. This can include group work, interventions and ELSA.

Where appropriate, TL schools will offer parenting support to families through the Early Help team. When in-school interventions have not brought about the expected outcomes, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

TL schools will consider whether disruptive behaviour is a manifestation of social emotional mental health (SEMH) needs. TL schools will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

22.0 - SAFEGUARDING

TL schools recognise 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.

TL schools recognise 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, and the common 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.

TL schools will ensure that the Trusts safeguarding and child protection policy and the schools procedures reflect the fact that these additional barriers can exist when identifying abuse.

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 designated safeguarding lead in collaboration with the SENDCo.

23.0 - DATA AND RECORD KEEPING

TL school's records 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 are different or additional to that offered through the school curriculum on a provision map.

TL schools keep data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by the TL SENDCos and will be published on each TL school's website

All information will be kept in accordance with the Trust's Data Protection Policy

24.0 - COMPLAINTS ABOUT SEND PROVISION

TL schools are committed to resolving disagreements between parents/carers and the school.

In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our TL Complaints.

TL school's complaints procedures policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

Through effective partnership with parents/carers, TL schools endeavour to achieve a relationship where complaints are rare, since the parents/carers have been involved with the decision-making about provision for their child from the first expression of concern.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their child. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

25.0 - CONFIDENTIALITY

TL schools 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.
- to the Headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

TL schools will adhere to pupil confidentiality at all times.

26.0 - THE LOCAL AUTHORITY OFFER

TL's contribution to the local offer is documented for each school as part of their school information report, which can be found on the school websites.

The local authority's local offer is published here: [The Bournemouth, Christchurch and Poole SEND Local Offer - BCP Council | BCP FID \(bcpfamilyinformationdirectory.com\)](#)

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?	SEND Policy
2. Upon whom will this impact?	All staff

3. How would the work impact upon groups; are they included and considered?

<i>The Equality Strands</i>	Negative impact	Positive impact	No impact
Minority ethnic groups			x
Gender			x
Disability		x	
Religion, faith or belief			x
Sexual orientation			x
Transgender			x
Age (N/A to pre-school and school children)			x
Rurality			x

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	x		
Gender	x		
Disability		x	
Religion, Faith or belief	x		
Sexual Orientation	x		
Transgender	x		
Age	x		
Rurality	x		

Does the initial screening highlight potential issues that may be illegal? No

Further comments: -

No – meets statutory expectations

Do you consider that a full Equality Impact Assessment is required? no