



# EGGBUCKLAND VALE PRIMARY SCHOOL

## Special Educational Needs and Disabilities Policy

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## Statement of Intent

Eggbuckland Vale has a tradition of combining a friendly and caring approach with high academic standards. It is our aim to treat every child as an individual and develop inquisitive minds, tolerance and understanding of others' points of view. Our policy for pupils with Special Educational Needs is therefore an integral part of the whole school's ethos. In implementing this policy, we strive to ensure that all children are fully included within the school community, can access a broad and balanced curriculum which is accessible and exciting to them, and can reach their individual potential as learners.

This policy outlines the framework for Eggbuckland Vale Primary School to meet its duty and obligation to provide a high-quality education to all its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

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

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

Eggbuckland Vale Primary School will work with the LA within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of pupils with SEND.
- Greater choice and control for young people and parents/carers over their support.
- Successful preparation for transition between classes and schools.
- To provide the best possible experience for all pupils, within a safe, caring and stimulating environment.
- To ensure that all pupils take as full a part as possible in all school activities, including extra-curricular activities where appropriate.
- For all teachers to be teachers of children with additional needs and aware of the procedures for identifying and supporting children according to their needs.
- To provide support, advice and training for all staff working with children with special educational needs.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

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

## **1. Legal framework**

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

- Children and Families Act 2014
- Health and Care Act 2022
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2024
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018

This policy also 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 (2025) 'Keeping children safe in education 2025'
- DfE (2023) 'Working together to safeguard children 2023'
- DfE (2021) 'School Admissions Code'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

## **2. Objectives**

Through the implementation of this policy, Egguckland Vale staff will:

- Always aspire to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND considering the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.

- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- 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 pupils with SEND.
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
  - A SEN information report about the implementation of the school's policy for pupils with SEND.

### 3. Roles and responsibilities

The **governing board** will be 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.

The **headteacher** is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND. In enacting this policy, the headteacher 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 staff work 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.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO/Deputy SENCO have sufficient time and resources to carry out their functions.
- Provide the SENCO/Deputy SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully review 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.

Together, the **SENCO and Deputy SENCO** will be responsible for:

- Collaborating with the governing board and headteacher, to determine the strategic development of the SEND policy and provision in the school.

- The day-to-day implementation of the SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents 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.

**Teachers** will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons that ensure every pupil can achieve, considering the needs of individuals and any potential barriers to learning.
- Ensuring every pupil with SEND is able to study the full national curriculum as appropriate.
- The progress and development of the pupils in their class.
- Their own knowledge of the needs, outcomes sought, and support provided to any pupils with SEND that they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO/Deputy SENCO.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments and causes of concern regarding children. The relevant figures of authority include the headteacher.

#### **4. Identifying SEND**

Eggbuckland Vale Primary School has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report. We recognise the benefits of early

identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### **Communication and interaction**

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child 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 in their lives. Pupils with Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when pupils learn at a slower pace than their peers, even with appropriate adaptations.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

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, emotion and mental health difficulties**

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect

underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Eggbuckland Vale has clear processes (outlined in the school's Relationship Policy) to support pupils, including how we will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory or physical needs**

Impairments which prevent or hinder children from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment. Diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

## **5. Safeguarding**

Eggbuckland Vale recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment. Through annual training and regular updates, our 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 child-on-child abuse, neglect, and sexual violence and harassment.

Eggbuckland Vale recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's need without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school'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 pupils with SEND, staff will have due regard for the procedures outlined in the Connect Trust's Positive Handling Policy.

The governing board and headteacher will ensure that pupils 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 pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO/Deputy SENCO.

## 6. SEND support

Eggbuckland Vale staff are aware of their statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher will share their concerns with the parents and work with the SENCO / Deputy SENCO to assess if a pupil has a significant learning need and agree appropriate support. At this stage a 'Monitoring' Form will be completed detailing strategies used. Inclusive strategies will be agreed for whole-class teaching, and additional interventions may be implemented to boost the child's progress and confidence. Appropriate parental support will be agreed. Completion of a Monitoring Form does not mean that the child is placed on the SEN record.

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

- Discussions between the teacher and SENCO/Deputy SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

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

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

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where pupils have not made expected progress, despite staff having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the SENCO/Deputy SENCO will meet with parents and consider requesting an Education, Health and Care needs assessment.

The school will consider whether additional pastoral support for pupils with SEND is required, alongside ensuring that any appropriate communication with parents is in place.

When a pupil has made sufficient progress in their area of need and they no longer require any provision that is different from, or additional to, high quality and adapted teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND record.

## **EAL**

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

School staff will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND. Additional information can be found in the school's EAL Policy.

## **7. Admissions**

The school will ensure it meets its duties under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

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

## **8. Transition**

Eggbuckland Vale staff are aware of the importance of planning and preparing for the transitions between phases of education.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education or to specialist settings, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

Eggbuckland Vale will ensure that pupils are supported to make a smooth transition at key times of the year. The SENCO/Deputy SENCO will engage with secondary schools to help plan for any transitions.

The SENCO/Deputy SENCO will transfer all relevant information about pupils to any educational institution that they are transferring to.

## **9. Involving pupils and parents/carers in decision-making**

Eggbuckland Vale staff are committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO/Deputy SENCO when appropriate, will meet with the parents three times each year.

The individual education planning that Eggbuckland Vale Primary School implements will help parents/carers and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not their SEND label.
- Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions about how the school can best implement the plan's provisions to help the pupil thrive in their education. The expected impact of the provision on the pupil's progress will also be identified and discussed.

Pupils can share their views in several different ways (appropriate to age and ability). These views are welcome at any time but are specifically sought as part of their Annual Review and as part of their Individual Education Plan (IEP) or multi agency support plan meeting. All children with EHC Plans have also completed their own individual personal profiles and these will be updated at least annually.

Parents are encouraged to use the Family Support Advisor as an additional form of support. The Family Support Advisor can be contacted on 01752 703656 and is also often able to be seen on a 'drop-in' basis.

## **10. Funding**

Eggbuckland Vale will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the SENCO/Deputy SENCO will consider accessing high needs top-up funding from the LA to provide additional specialist support.

Each term provision is mapped to show how human resources are allocated to each year group. This is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.

Resources are allocated to support children with identified needs. This support may take the form of adapted work in class, support from a Teaching Assistant (TA) in focused intervention groups, or for individualised support. Specialist equipment, books or other resources that may help the pupil are purchased as required.

There are four Emotional Literacy Support Assistants (ELSAs) in the main school and one in the Deaf Education Centre (DEC) who work with small groups or individual children who have emotional or social needs. The school Family Support Advisor (FSA) also works directly with children on an individual or group basis.

A Counsellor is employed to support children each week with emotional difficulties and/or barriers to learning.

A Speech and Language Therapist is employed by the Trust to support a children with attention, speech, language and communication difficulties; this support is available to our school one day every two weeks.

## **11. EHC needs assessments and plans**

Eggbuckland Vale recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress over an extended period. In these cases, the SENCO/Deputy SENCO will consult with parents and consider requesting an EHC needs assessment.

As part of the EHC needs assessment, the SENCO/Deputy SENCO will:

- Respond 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.
- Provide the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gather any advice received from relevant professionals regarding the pupils' 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.

If, following the assessment, the LA decides not to issue an EHC plan, the SENCO/Deputy SENCO will be provided with written feedback collected during the needs assessment process. This information will be used to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

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 pupil's EHC plan. The SENCO/Deputy SENCO will meet their duty to provide views on a draft EHC plan within 15 days.

## **12. Reviewing EHC plans**

Eggbuckland Vale will ensure that teachers monitor and review the progress of pupils with EHC plans during the year and, alongside the SENCO/Deputy SENCO, conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers always involved.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their family.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents/carers with any evidence to support the proposed changes and give those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

If a pupil's needs significantly change, the SENCO/Deputy SENCO will request a re-assessment of an EHC plan at least six months after an initial assessment via the Interim Annual Review process. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

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

Staff at Eggbuckland Vale are aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. Staff recognise the importance of starting planning transition early, centring on pupil aspirations, interests and needs, ensuring that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to primary or secondary schools.

Eggbuckland Vale staff will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and can develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

## **14. Managing complaints**

The Headteacher will publish the Complaints Procedure Policy on the school website.

Eggbuckland Vale Primary School is committed to resolving disagreements between parents and the school. If parents or carers have a complaint concerning provision for their child, they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO, Deputy SENCO or headteacher. Staff will try to resolve any difficulties with the aim of disrupting the child's education as little as possible.

Following a parent's official complaint or disagreement about the SEND provision being made for their child, the school will contact the Trust CEO to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

School staff are aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The Headteacher/SENCO/Deputy SENCO will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

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

All staff involved in the care of the pupil will cooperate with parents/carers to provide the pupil with the highest standard of support and education.

## **15. Staff training and improving practice**

Eggbuckland Vale is committed to the continued professional development of all its staff members: training opportunities will be provided and delivered in line with the school's CPD and training protocols.

The school SENCO/Deputy SENCO will regularly review and offer training opportunities that staff would benefit from and ensure CPD provision allows staff to develop their skills in supporting pupils with SEND.

## **16. Use of data and record keeping**

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, actions, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

Eggbuckland Vale keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

### **Confidentiality**

Eggbuckland Vale will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as 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 the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

## **17. Publishing information**

The school will publish information on the school website about the implementation of this policy.

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

The SEN Information Report will be agreed by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

## 18. Joint commissioning, planning and delivery

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

Eggbuckland Vale 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).

Eggbuckland Vale will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

Eggbuckland Vale will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## 19. Local Offer

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, staff will work with LAs, parents and pupils in developing and reviewing the Local Offer. Staff must also co-operate with those providing services.
- **Accessible:** The published Local Offer will be easy to understand, factual and jargon free. It will be structured in a way that relates to pupils' and parents' needs, and it will be well signposted and well publicised.
- **Comprehensive:** The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** When parents and pupils access the Local Offer, it is important that the information is up-to-date.

## **20. Monitoring and review**

The policy is reviewed on an annual basis by the SENCO and headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff, parents, the wider school community and relevant stakeholders

All members of staff are required to familiarise themselves with this policy as part of their induction programme and annual review of school policies.

If you have any queries that this Special Educational Needs and Disabilities Policy has not addressed, or you would like a copy of this document, please contact the SENCO (Debbie Baker) or Deputy SENCO (Lisa Burgess) on 01752 703656, who will be happy to help.