



Lighthouse Federation

Special Educational Needs and Disability Policy

Formally adopted by the Governing Board	
On:	
Review date:	
Chair of Governors: Anne Cottingham	
Executive Headteacher: Laura Watts	

Our Christian Ethos and Values

All policies within the Lighthouse Federation, will be written and implemented in line with our Christian ethos and values.

Our schools are open to all and accepting of all regardless of faith. Our passion and ambition are to see children and young people in all our academies achieve excellent educational outcomes alongside developing and growing into their potential as individuals made in the image of God.

Our culture is one of high aspiration for all. This is rooted in our Christian values as demonstrated in the life and teachings of Jesus Christ. We have a desire to see our academies acknowledged as places of aspiration, high quality learning, achievement and hope making a significant contribution to the communities they serve.

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 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation
- 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 (2021) 'Keeping children safe in education (2020)'
 - DfE (2018) 'Working Together to Safeguard Children'
 - DfE (2018) 'Mental health and wellbeing provision in schools'
 - DfE (2014) 'School Admissions Code'
 - DfE (2020) Engagement Model Guidance STA/20/8553/e
 - Norfolk County Council (2021) SEN Information Best Practice Guide
 - Norfolk County Council (2021) Provision Expected at SEN Support (PEaSS) Guidance

NB This Policy is incorporating the Special Educational Needs information in compliance with Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64) and to be read in conjunction with the Federation SEND Information Report and the Local Authority SEN Information Best Practice Guide: <https://www.norfolk.gov.uk/-/media/norfolk/downloads/children-and-families/send/education-and-training-0-25/sen-information-report-best-practice-guide-2021.pdf>

Since 1 September 2014, Part 3 of the Children and Families Act 2014, its associated regulation Code of Practice has been in force, and all organisations must have regard to the Code of Practice. Broad areas of SEN are detailed in paragraphs 6.28-6.35 of the Code of Practice:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Policy Statement

All pupils in the Lighthouse Federation are entitled to support for their individual needs enabling them to develop skills, knowledge and understanding to ensure they meet their potential.

We believe that:

- All pupils with SEND are entitled to a broad and balanced curriculum that satisfies their individual learning needs by employing realistic and achievable methods.
- Pupils learning occurs alongside their emotional, physical and spiritual development.
- All teachers within the Federation schools are responsible for meeting the needs of their pupils using High Quality, Adaptive Teaching.
- All staff will use their “best endeavours” to meet the pupil’s needs.

Parents/Carers play an important role in each school supporting their child:

- Pupils are expected to be active learners and will be consulted alongside their parents/carers to secure their success within our schools.
- Pupils should be educated in a positive, caring and stimulating environment where everyone, including parents/carers, feel valued and are confident the pupils can achieve the best outcomes they are capable of.

1. Identifying SEND

1.1. The Federation has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for pupils.

1.2 In determining if a pupil may require special educational provision to be made for them, the Federation will consider evidence from a range of sources, which may include, but is not limited to:

- Views of the pupil/student
- Views of parent/carers
- Views of federation staff
- Assessment and progress data
- Response to support
- Specialist assessment

1.3 The Federation will use this information to determine the level of support that is needed and whether it can be provided by adapting the school's core offer, or whether something different or additional is needed.

1.4 Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

1.5 Difficulties related solely to limitations in English as an Additional Language (EAL) will not be recorded as SEN.

1.6 Persistent disruptive or withdrawn behaviours, or wider pastoral needs, will not automatically be recorded as SEN.

2. Definitions

2.1. For this policy, in accordance with the SEND Code of Practice (2015) a pupil is defined as having SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her, namely provision that is *'different from or additional to'* that normally available to pupils of the same age.

2.2 A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities generally used by peers of the same age.

2.3. 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.

2.4 The Federation recognises that pupils who are disabled do not necessarily have SEN, however there is a significant overlap between these two groups and many pupils who are disabled may also be identified as requiring SEN provision.

2.5 Through completion of the Norfolk IPSEF the Federation reviews how well equipped it is to identify needs and provide support across 4 broad areas:

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health difficulties (SEMH)
- Sensory and Physical needs (S/P)

Communication and Interaction

The federation recognises that:

2.6. Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

2.7. Pupils with Autism Spectrum Conditions (ASC), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.

2.8. 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.

Cognition and Learning

The Federation recognises that:

2.9. Pupils with cognition and learning difficulties may require additional support to access learning or learn at a slower pace than their peers.

2.10. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) and Profound and Multiple Learning Difficulties (PMLD).

2.11. 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 (SEMH) difficulties

The Federation recognises that:

2.12. 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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression.

2.13. Events such as bullying and bereavement can lead to wider mental health difficulties. Such events will not always lead to a pupil having SEN but it can impact on their wellbeing and sometimes this can be severe. Provision is made through the Federation's core offer of pastoral support to meet short-term needs. Where there are long-lasting difficulties the Federation will consider whether the child might have SEN.

2.14. SEMH needs include a wide range of disorders including Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and Attachment Disorder (AD) which may or may not require SEN provision.

2.15. The Federation will ensure that provisions and allowances are made for the ways in which these SEMH difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how it will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory and/or Physical (S/P) needs

The Federation recognises that:

2.16. Some pupils require reasonable adjustments to be made because they have a Vision Impairment (VI), Hearing Impairment (HI) or Multi-Sensory Impairment (MSI). The Federation will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- Some conditions can be met through provision of auxiliary aids and/or reasonable adjustments which enable access to learning.
- Some conditions are more complex and will require SEN provision to be made.

2.17. Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

2.18. Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

2.19 Pupils who have sensory and/or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their provision needs are being met.

2.20. The Federation understands that individual pupils often have needs that cut across all four broad areas of need and pupils' needs may change over time.

3. Objectives

3.1. The Federation will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND

4. Roles and responsibilities

4.1. The Governing body should appoint an individual governor or sub committee to oversee the Federation's arrangement for SEND.

The Governors of our federation are responsible for regularly monitoring the Federation's policies and procedures, reviewing their impact on pupils with SEND, including on their mental health and wellbeing. Through this they should ensure that:

- school leaders and staff communicate with pupils with SEND and their parents when reviewing policies that affect them
- effective provision is in place for all pupils with SEND, whether or not they have an EHC plan
- an appropriate member of staff is appointed to be the SENCO, having responsibility for coordinating provision for pupils with SEND
- a designated teacher for LAC is appointed where appropriate
- reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- the school is taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- school leaders are making appropriate arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities
- an Accessibility Plan, showing how the school intends to improve access over time is in place
- arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy
- the school publishes annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website
- the school publishes annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- appropriate complaints procedures are in place which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.

- suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan
- the school is cooperating with the LA in drawing up and reviewing the Local Offer
- the SEND Information Report is up to date and published on the school's website.

4.2. The headteacher will be responsible for:

- Ensuring pupils have access to High Quality Teaching (HQT) and where suitable, targeted intervention in small groups or individually.
- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have provision in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews: <https://www.norfolk.gov.uk/-/media/norfolk/downloads/children-and-families/send/information-for-professionals/ehcp-annual-review/ehcp-annual-review-toolkit.pdf>
- Ensuring that the SENCO has sufficient time and resources to carry out their duties.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the local governance committee in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's Data Protection Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.

4.3. The SENCO will be responsible for:

- Collaborating with the local governing body and headteacher, as part of the SLT or Extended SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents/carers 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.
- Drawing up a one-page profile of a pupil with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies, including SEND charities where appropriate.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Informing the parents/carers of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Contributing to training for class/subject teachers and learning support assistants.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.
- Preparing the annual SEN Information Report for review and publication by the Local Governance Committee.

4.4. Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents/carers, 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 to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Employing a range of High Quality, Adaptive Teaching strategies to support pupils' access to learning
- Making reasonable adjustments for pupils where necessary
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing targeted adjustments, support and/or resources to support vulnerable pupils
- Implementing provision as set out in a pupil's EHC plan, with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

5. [EYFS] Early years pupils with SEND

5.1. The Federation will ensure all staff who work with young children are alert to signs of emerging difficulties and respond early.

5.2. The Federation will ensure staff listen and understand when parents/carers express concerns about their child's development.

5.3. The Federation will listen to any concerns raised by children themselves.

5.4. The Federation will:

- Use our best endeavours to make sure that a child with SEND gets the support that they need.
- Children with SEND engage in the activities that the school offers alongside children who do not have SEND.
- The SENCO is responsible for coordinating SEND provision.
- Parents/Carers are informed when the school makes special educational provision for their child.
- A report is prepared and sent to parents that includes the following:
 - The implementation of our SEND Policy
 - Our arrangements for the admission 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
- Our Accessibility Plan, showing how we plan to improve access over time

6. Children with specific circumstances

Looked After Children (LAC)

- 6.1. Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
- 6.2. The Federation recognises that pupils who are looked after are more likely to have SEND, and it is likely that a significant proportion of them will have an EHC plan.
- 6.3. The Federation has a designated member of staff for coordinating the support for LAC.
- 6.4. Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

English as an Additional Language (EAL)

- 6.5. The Federation will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- 6.6. The Federation will consider the pupil within the context of their home, culture and community.
- 6.7. Where there is uncertainty about an individual pupil, the Federation will make use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements where they exist.
- 6.8. The Federation appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.
- 6.9. The Federation will look carefully at all aspects of a pupil's performance in different subjects/areas of development to establish whether lack of progress is due to limitations in their command of English or if it may arise from SEND.

7. Admissions

- 7.1. The Federation will ensure it meets its duties set under the admissions policy by:

- Not refusing admission for a pupil whereby the Federation is the named Education Setting in Section I of their EHC plan.
- Considering applications from parents/carers 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.
- Adopting fair practices and arrangements in accordance with the admissions policy for the admission of children without an EHC plan.

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

8. Involving pupils and parents/carers in decision-making

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

8.2. Parents/Carers will always be formally notified when the Federation provides their child with SEND support.

8.3. Decisions on whether the Federation will commission additional specialist provisions will be discussed with parents/carers and, when appropriate, the pupil involved.

8.4. Decisions about education will not unnecessarily disrupt any health treatment underway.

8.5. The planning that the Federation implements will help parents/carers and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil/student as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil/student's strengths and capabilities.
- Enable the pupil/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.
- Where possible, bring together relevant professionals to discuss and agree together the overall approach.

8.6. The class teacher, supported by the SENCO, will meet with pupils and their parents three times per academic year to set clear outcomes, review progress, discuss provision and support, and identify parental responsibilities.

9. Joint commissioning, planning and delivery

9.1. The Federation is committed to ensuring that pupils with SEND can achieve their

ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

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

9.3. The Federation will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

9.4. The Federation will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with 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.

9.5. The Federation's Data Protection Policy will be adhered to at all times.

9.6. The Federation 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 early identification of pupils with SEND.

9.7. Where pupils with SEND also have a significant medical condition, their provision will be planned and delivered in coordination with their Individual Healthcare Plan (IHCP).

9.8. SEND provision will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

10. Funding

10.1. The Federation will allocate the appropriate amount of core per-pupil funding and Element 2 notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

10.2. If a pupil/student's provision exceeds £6,000 per year (nationally agreed threshold), the Federation will apply for additional Element 3 (top-up) funding from the LA through the submission of an Individual Needs Descriptors in Educational Settings (INDES).

10.3. Where pupil-specific Element 3 top-up funding is allocated, the Federation will ensure this is used to meet that pupil/student's provision needs.

10.4. When a pupil's needs have changed significantly, the Federation will submit a revised INDES.

10.5 The Federation recognises that if a pupil allocated Element 3 funding leaves the setting, the Federation is responsible for informing element3funding@norfolk.gov.uk within 14 days.

11. Local Offer

11.1. The Federation'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 Federation will work with LAs, parents/carers and pupils in developing and reviewing the Local Offer. The Federation will also cooperate with those providing services.
- Accessible: The Federation will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents/carers' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- Comprehensive: The Federation will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Federation 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 Federation will work with the LA to review the Local Offer to ensure that, when parents/carers and pupils access the Local Offer, the information is up-to-date.

11.2. The Federation will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required, through submission of the IPSEF, INDES and Community Directory information.

12. Graduated approach

12.1. Once a pupil with SEND has been identified, the Federation will employ a graduated approach to meet the pupil's needs following the 4-part cycle of:

- Assess: Establishing a clear assessment of the pupil/student's needs.
- Plan: Planning, with the pupil/student's parents/carers, the adjustments, support and/or interventions 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 provisions, with the support of the SENCO.
- Review: Reviewing the effectiveness of the provision alongside the pupil/student and their parents/carers and making any necessary revisions.

13. Assessment

13.1. The Federation will, in consultation with the pupil/learner's parents/carers, request a

statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

13.2. The Federation will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

13.3. The Federation will gather advice from relevant professionals about the pupil/learner concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

13.4. In tracking the learning and development of pupils with SEND, the Federation will:

- Take seriously the concerns and insights of the pupil/student and their parents/carers.
- Set pupils challenging targets.
- Track pupils' progress towards these outcomes.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

13.5. Detailed assessments will identify the full range of the individual's needs, not just the primary need and include [the 2021/2022 statutory arrangements for assessment](#) in conjunction with existing school arrangements.

13.6. Where a pupil/student continually makes little or no progress, despite High Quality Teaching and targeted support or is working substantially below expected levels, the school will consult with parents/carers before involving specialists.

14. Training

14.1. Staff members will keep up-to-date with any necessary training, which will be coordinated by the SENCO, and may be delivered by external agencies, where appropriate.

14.2. Training will cover both the mental and physical needs of pupils with SEND.

14.3. Training offered will be delivered to ensure equality, diversity, understanding and tolerance.

14.4. During staff induction, all staff will receive SEND training.

15. Promoting mental health and wellbeing

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

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

15.3. Specialist services will be sought where a pupil requires access to specialist mental health provision.

15.4. Where appropriate, the Federation will support parents/carers in the management and development of their child's social, emotional and wellbeing needs.

15.5. Where appropriate, peer mentoring may be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

15.6. When in-school intervention is not appropriate or available, commissioning of specialist services will be considered. The Federation will continue to support the pupil/student as best it can.

15.7. For pupils with complex difficulties, in-school support may include:

- Supporting the pupil/learner's teachers to develop strategies to manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by a mental health specialist or an external alternative provision where appropriate.

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

16. EHC plans

16.1. The school will fully cooperate with the LA when research about the pupil is being conducted.

16.2. The school will provide the LA with any information or evidence needed that is available.

16.3. All relevant teachers will be involved in contributing information to the LA.

16.4. Where the LA provides a pupil with an EHC plan, the school will involve the parents/carers and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil/learner thrive in their education, and will discern the expected impact of the provision on the pupil/student's progress.

16.5. The Federation will meet its duty to provide views on a draft EHC plan within 15 days.

16.6. If the decision is taken not to issue an EHC plan, the Federation will consider and implement the recommendations of feedback from the LA regarding how the pupil/student's outcomes can be met through the school's existing provision.

16.7. The Federation will admit any pupil that names the school in an EHC plan or EHC needs assessment process, following consultation process.

16.8. The Federation will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

16.9. All reasonable provisions will be taken by the school to provide a high standard of education.

16.10. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations e.g. through a Risk Management Plan.

16.11. The Federation will specify short-term targets sought for a pupil/student in terms of specific, measurable, achievable, realistic and time-bound (SMART) linked to their EHC plan outcomes.

16.12. The Federation will review each pupil'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.

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

16.14. The Federation will ensure that any EHC plan information is kept in accordance with the Federation's Data Protection Policy and disclosed on a need-to-know basis.

16.15. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, to help the setting to plan resources.

16.16. The Federation will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.

16.17. Where necessary, the Federation will provide support from an advocate to ensure the pupil/student's views are heard and acknowledged.

17. Reviewing the EHC plan

17.1. The Federation will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least four weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA.
- Ensure that sufficient arrangements are put in place at the Federation to host the annual review meeting.
- Lead the review of the EHC plan, if requested, in order to create the greatest confidence amongst pupils and their parents/carers.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and proposed amendments to the EHC plan.

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

18. Safeguarding

18.1. The Federation recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.

18.2. The Federation recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil/student may experience, and the common assumption that indicators of possible abuse are related to the pupil/student's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

18.3. The Trust will ensure that the Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse.

18.4. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL, in collaboration with the SENCO where appropriate.

19. Transferring between different phases of education

19.1. EHC plans will be reviewed and amended in sufficient time prior to a pupil/student moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

19.2. The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

19.3. The key transfers are as follows:

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

20. SEND tribunal

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

20.2. In all cases, the federations written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

20.3. Following a parent/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil/student, the Federation 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.
- Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

20.4. The Federation 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](#)'.

20.5. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the Federation.

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

20.7. The Federation will fully cooperate with the LA by providing any evidence or information that is available.

20.8. 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.

21. Supporting successful preparation for adulthood

21.1. The Federation will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

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

21.3. The Federation will transfer all SEND Information about pupils to the educational setting that they are transferring to within 15 days of receipt of confirmation that the pupil/student is registered at another school.

21.4. In accordance with the IRMS Toolkit for schools no paper or digital copies of the pupil/student's SEND file will be retained by the Federation.

21.5. If a pupil is leaving the Federation to be home-schooled, the Federation will contact the LA to identify where their SEND files should be transferred to.

21.7. If a pupil has been excluded (following guidance from the LA exclusion process), the Federation has a duty to arrange suitable, full-time education from the sixth day of a fixed

period exclusion and to provide full details of any SEND provisions necessary, in accordance with the Federation's Exclusion Policy.

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

21.6. The Federation 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.

22. Data and record keeping

22.1. The Federation's records will:

- Include details of SEND, outcomes, action, agreed provision, 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 record of pupils identified with SEND.
- Show all the provisions the Federation makes which is different or additional to that offered through the school curriculum on a Provision Map.

22.2. The Federation keeps data on the levels and types of need within the school and makes this available to the LA, through submission of the termly Census.

22.3. The SEND Information Report (SIR) will be prepared by the SENCO and approved local governance committee. This 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'. It will also follow the LA best practice guidelines January 2021: <https://www.norfolk.gov.uk/-/media/norfolk/downloads/children-and-families/send/education-and-training-0-25/sen-information-report-best-practice-guide-2021.pdf>

22.4. All information will be kept in accordance with the Trust Data Retention Policy and Data Protection Policy.

23. Confidentiality

23.1. The Federation will not disclose any EHC plan without the consent of the pupil's parents/carers, 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 HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

23.2. The Federation will adhere to the Pupil Confidentiality Policy at all times.

24. Resolving disagreements

24.1. The Federation is committed to resolving disagreements between pupils and the school.

24.2. In carrying out of duties, the Federation:

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

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

25. Publishing information

25.1. The school will publish information on the school website about the implementation of this policy, in the form of the SEND Information Report (SIR).

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

26. Monitoring and review

26.1. The policy is reviewed annually by the governing body; any changes made to this policy will be communicated to all members of staff, parents/carers of pupils with SEND, and relevant stakeholders.

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

Appendix 1 – SEND Acronyms

AD	Attachment Disorder
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AP	Alternative Provision
APDR	Assess, Plan, Do, Review (Graduated Approach)
ASC	Autistic Spectrum Condition
C&I	Communication & Interaction
C&L	Cognition & Learning
DfE	Department for Education
DSL	Designated Safeguarding Lead

EAL	English as an Additional Language
EHENA	Education Health and Care Needs Assessment
EHCP	Education Health and Care Plan
EYFS	Early Years Foundation Stage
FE	Further Education
HE	Higher Education
HI	Hearing Impairment
HQT	High Quality Teaching
IHP	Individual Healthcare Plan
INDEs	Individual Needs Descriptors
IPSEF	Inclusion and Provision Self Evaluation Form
IRMS	Information & Records Management Society
LA	Local Authority
LAC	Looked After Child(ren)
MLD	Moderate Learning Difficulty
MSI	Multi-Sensory Impairment
PEaSS	Provision Expected at SEN Support
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulties
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SIR	SEND Information Report
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulties
SLT	Senior Leadership Team
S/P	Sensory and/or Physical
SpLD	Specific Learning Difficulty
VI	Visual Impairment