



Special Educational Needs and Disabilities (SEND) Policy

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Mission Statement:

At the Societas Trust, we are committed to providing inclusive and supportive environments for all our pupils, particularly those with special educational needs and disabilities (SEND). We believe that every child has the right to quality education and the opportunity to thrive.

Vision:

Our vision is to create nurturing environments, where all children, regardless of their individual needs, are valued, respected, and empowered to reach their full potential. We strive to promote high expectations for all learners and to work collaboratively with our settings, families and external agencies to ensure the best outcomes for our pupils.

Aims:

Identification and Assessment: Each of our settings actively identifies students with SEND through robust assessment processes and regular monitoring. We aim to understand each individual's needs thoroughly to tailor our approach effectively.

Inclusive Practices: We promote inclusive teaching strategies that support diverse learning styles and needs. We integrate adaptive teaching strategies, adaptive technologies (as appropriate), instruction and individualised support plans tailored to each pupil's needs. Our inclusive practices extend beyond the classroom, ensuring that all activities are accessible and welcoming to pupils with diverse needs. Our staff receive continuous professional development to ensure they are equipped to meet the needs of all students.

Personalised Support: We create individualised plans for students with SEND, outlining specific goals, support strategies, and progress measures. These plans are reviewed regularly in collaboration with pupils, parents, and relevant professionals.

Partnership with Families: We recognise that parents and carers are key partners in the education process. We engage with families through regular communication, workshops and consultations to ensure they are involved in decision-making and support.

Network of Expertise: we strive to create a network of expertise across the Trust, facilitating collaboration and learning from each other's successes and challenges in SEND education. Regular network meetings, CPD and peer mentoring opportunities enhance our teachers' expertise and ensure high-quality education for pupils with SEND.

Collaboration with External Agencies: We work closely with external professionals and agencies to enhance the support available to our pupils. Each setting is allocated support from an Educational Psychologist as a core offer. Settings also access other support that may include speech therapists, behaviour support and other specialists.

Promoting Independence: We aim to equip students with the skills and confidence needed for greater independence. This is through adaptive teaching strategies that scaffold and guide pupils through to higher levels of independence and resilience.

Celebrating Achievements: At the Societas Trust, we recognise and celebrate a wide range of achievements beyond academic performance. We aim to foster an environment where every pupil's unique talents are valued, ensuring every child feels successful and motivated to reach their full potential.

Monitoring Progress: We regularly review the effectiveness of our SEND provision during our regular Academy Performance Reviews (APRs). Settings also gather feedback from pupils, parents, and staff to drive continuous improvement.

Roles and Responsibilities

Local Authority: Responsible for provision for pupils with SEND, ensuring adherence to the SEN Code of Practice 2014.

Societas Trust: Members and Directors ensure each academy adheres to policies for pupils with SEND, promoting inclusive practice and equal opportunities.

Local Governing Bodies: Ensure regular monitoring of SEND provision effectiveness and address complaints in line with academy policies.

Class Teachers and Support Staff: Responsible for delivering Quality First Teaching and supporting pupils with SEND under the guidance of the SENCo or external agencies.

Parents/Carers: Encouraged to work in close partnership with academies, supporting their children at home and attending meetings and appointments.

Funding and Training

Notional SEND Budget: Funding for pupils with SEND is devolved to each academy based on the percentage of SEND children. Support, interventions, and resources are matched to each child's needs.

EHC Plans: Part-funded by the Local Authority and the named academy.

Professional Development: Academies commit to high-quality CPD for all staff. SENCOs and Inclusion Leaders undergo continuous training and are experienced, qualified teachers. Recruitment processes ensure staff working with pupils with SEND are suitably trained.

Statement of Intent

Burnwood Primary Academy believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the academy will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the academy aims to eliminate discrimination and promote equal opportunities.

The academy will work with the Local Authority in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents 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 pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

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 will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014
- Health and Care Act 2022
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989

It will also consider statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25
- Supporting children with medical conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children

2. Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- A disability or health condition 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.

3. Areas of special educational need

Burnwood Primary Academy will make provision for pupils with the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical Need

4. Admissions

Burnwood Primary Academy will ensure it meets its duties under the DfE's Schools Admissions Code by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.

- Not refusing admission for a child that has named the academy 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 academy 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.
- Ensuring policies relating to academy uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the academy's over subscription 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 academy website.

The academy may challenge a decision to name the academy in an EHC plan if the academy considers that such a placement would be unsuitable based on the child's age, ability, aptitude or SEND; or it would be incompatible with the efficient education of other children or the efficient use of resources. The academy will consider whether any reasonable adjustments can be made to provide a placement.

5. Roles and responsibilities

5.1. The governing body has a responsibility to:

- Fully engage parents and / or young people with special educational needs and/or disabilities when drawing up policies that affect them.
- Identify, assess and make provision for all children and young people with special educational needs and/or disabilities, whether or not they have an EHC Plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's needs.
- Designate an appropriate member of staff (the Special Educational Needs Coordinator, SENCO) as having responsibility for coordinating provision for pupils with special educational needs and/or disabilities.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.

- Publish annual information on the academy's Special Educational Needs and Disability Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the academy's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with special educational needs and/or disability, in line with their EHC Plan.

5.2. The Head Teacher has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress three times during the course of the academic year.
- Cooperate with local authorities during annual EHC Plan reviews.
- Ensure that 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 in a similar way to other important strategic roles within the academy.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the academy's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the special educational needs most frequently encountered.

5.3. The SEN Coordinator (SENCO) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and head teacher, as part of the academy leadership team, to determine the strategic development of the Special Educational Needs and Disability policy and provision in the academy.

- Work with the academy governors and the head teacher to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the Special Educational Needs and Disability policy.
- Coordinate the specific provision made to support individual children with special educational needs and/or disabilities, including those who have an EHC Plan.
- Liaise with the relevant designated teacher where a looked after pupil has special educational needs and/or a disability.
- Advise on a graduated approach to providing SEN support.
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with special educational needs and/or a disability.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with special educational needs and/or a disability take part in activities of the academy together with those who do not have special educational needs and/or a disability, including on forums.
- Ensure that the academy keeps the records of all pupils with special educational needs and/or a disability up-to-date.
- Inform the child's parents that provision is being made, where the child does not have an EHC Plan.

5.4. Class teachers must:

- Ensure they follow the SEND policy.
- Plan and review support for their pupils with special educational needs and/or a disability, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.

- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND that they are working with.
- Being accountable for the progress and development of all pupils in their class.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- 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.

6. Involving pupils and parents in decision making

The academy is 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 academy will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will meet with the parents three times each year.

The planning that the academy implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil 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's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

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

7. Joint commissioning, planning, and delivery

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

The academy 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).

The academy 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.

The academy 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.

8. Funding

Burnwood Primary Academy will allocate the appropriate amount of core per-pupil funding and notional budget as outlined in the local offer for the special educational needs provision of its pupils.

Personal budgets are allocated from the local authority's high needs funding block and Burnwood Primary Academy will continue to make special educational need provision from its own budgets, even if a pupil has an EHC Plan.

9. Local offer

The academy'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 academy will work with LAs, parents and pupils in developing and reviewing the Local Offer. The academy will also cooperate with those providing services.
- **Accessible:** The academy 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' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The academy 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 academy 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 academy will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The academy 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.

10. Identifying SEND

The academy recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the academy's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will 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 them and their peers.
- Widens the attainment gap.

The academy 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

Identification of pupils with SEND will be continuous through children's time at the academy. Staff will be expected to remain alert to events that can lead to learning difficulties, such as bereavement or bullying.

The academy will maintain a list of pupils who have been recognised as having SEND. The records will be held centrally and kept securely. In some circumstances the records may be shared with external agencies, for example, for safeguarding issues or on transition to another academy.

11. Safeguarding

The academy recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so 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 child-on-child abuse, neglect, and sexual violence and harassment.

The academy 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 condition 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 academy'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 academy's Physical Intervention Policy.

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.

Academy staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The academy 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.

12. SEND Support

The academy is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Teachers at the academy will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be 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.

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

- Discussions between the teacher and 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 academy 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

A referral for assessment can be made by a member of staff or parent, or a pupil may self-refer. The views and targets of the parent and the pupil will be sought.

The implementation stage will last the duration of a term, and more commonly two terms. Specialist staff and teaching assistants will work closely with classroom teachers to link interventions and classroom teaching.

The academy will uphold the review date. If the pupil has achieved the outcomes and the intervention has been successful, the pupil's name will be moved from the SEND register to the monitoring list.

Where the pupil has not achieved the outcomes, the results of the intervention will feed back into the analysis of the pupil's needs and changes to the intervention or the outcomes will be discussed. The pupil 'assess, plan, do and review' cycle may continue. This will build a history and a better understanding of the pupil's difficulties.

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

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

EAL

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

The academy will consider the pupil within the context of their home, culture and community and 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.

13. EHC Needs Assessments and Plans (EHCP)

The academy 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. In these cases, the academy will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the academy will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any academy-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the academy will be provided with written feedback collected during the EHC needs. It will use this information 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 academy and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective educational provision 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 academy will meet its

duty to provide views on a draft EHC plan within 15 days.

The academy will admit any pupil which names the academy in a final EHC plan and 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.

14. Reviewing EHC Plans

The academy will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The academy will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the 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.
- Ensure that sufficient arrangements are put in place at the academy to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each 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.

If a pupil's needs significantly change, the academy 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 whenever they feel it is necessary.

15. Preparing for adulthood

The academy is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure 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 higher education.

The academy 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 develop friendships.
- Ensure that pupils with SEND engage in the activities of the activity together with those who do not have SEND, and are encouraged to participate fully in the life of the academy and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

16. Transition

The academy is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where pupils have EHC plans, these 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 setting.

17. Data and record keeping

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

The academy'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 academy, as well as its impact.
- 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.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

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

18. Confidentiality

The academy 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 academy's 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.

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

19. Publishing information

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

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

The SEN Information Report will be prepared by the governing board and will be published on the academy 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'.

20. Managing Complaints

The academy will publish the Complaints Procedure Policy on the academy website.

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

The academy is 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 academy 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'.