Hill & Brock Federation

St, Mary's Catholic Primary Schools &

St. Francis' Catholic Primary School

Special Educational Needs and Disabilities (SEND) Policy

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Signed by:

Miss Deakin	Headteacher	Date:	24.11.2026
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Reviewed by
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Statement of intent

St. Francis' Federated school & St. Mary's Federated school (Hill and Brock Federation Schools) 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 federated schools 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 federated schools aims to eliminate discrimination and promote equal opportunities.

The federated schools will work with the LA 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 has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at federated schoolswith medical conditions'
- DfE 'Working Together to Safeguard Children 2023'
- DfE 'Mental health and wellbeing provision in schools'
- DfE 'Federated schoolsAdmissions Code'
- DfE 'Keeping children safe in education 2026'
- Equality and Human Rights Commission (EHRC) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following federated schools policies:

- Admissions Policy

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy
- Safe use of AI policy

2. Objectives

Every federated schools is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the federated schools will:

- Use their best endeavours 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 federated schools 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 in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled 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.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the federated schools 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 federated schools 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 federated schools offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the federated schools 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 federated schools works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the federated schools 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 has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the federated schools do not directly or indirectly discriminate against pupils with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.

- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant 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 federated schoolsmeets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the federated schoolskeeps 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:

- Ensuring they follow this SEND policy.
- 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 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.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.

- 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.

4. Identifying SEND

The federated schools recognise 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 school'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 federated schools plan, 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

The federated schools will use a range of indicators to identify a pupil's difficulty and plan provision, including before the child arrives at the school:

- Whenever possible, a member of the SEND team will attend Year 5 and/or Year 6 Annual Review Meetings for pupils with EHC Plans
- Admissions information including routine reading and spelling assessments, KS2 test scores (where used) and Year 6 annual reviews are used to inform provision
- The SENCO will attend the school's Year 6 Open Evenings

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

The federated schoolswill 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 school.

5. Safeguarding

The federated schools recognise 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 federated schools recognise 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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- The need for intimate care or that these pupils are isolated from others.
- ncreased dependence on adults for care.
- 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 school'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.

Federated schools 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 federated schoolswill 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.

6. The universal offer

The federated schools will establish a strong universal offer as the foundation of its inclusive practice. This universal offer will set a clear baseline for high-quality provision for all pupils, placing inclusion at the heart of everyday federated schools life.

Through its universal offer, the federated schoolswill ensure that every pupil receives high-quality, adaptive teaching, timely support where needed, and access to approaches that are grounded in evidence. The federated schools will build on existing strengths in its provision and continue to strengthen practice so that inclusion becomes embedded across the whole school.

The federated schools will use assessment information, data, and professional insight to understand each pupil's strengths and barriers to learning. It will respond consistently to commonly occurring needs, recognising that differences in development and learning are natural, expected and may change over time. Early identification and early intervention will be central to the school's approach.

The universal offer will include:

- Ambitious leadership and governance that embed inclusion within strategic planning and federated schools improvement.
- Evidence-informed practice that prioritises early intervention and prevention.
- High-quality, adaptive teaching and a broad, balanced curriculum designed to be accessible for all learners.
- Accessible and enriching opportunities beyond the classroom.
- A safe, calm, and respectful culture that promotes belonging, engagement and strong attendance.
- Strong partnerships with parents, carers, and external services.
- Inclusive physical environments, with ongoing improvements to accessibility.

The federated schools will ensure that all staff are appropriately trained and supported to deliver inclusive practice. Teachers, leaders, and the SENCO will work collaboratively to ensure that communication is clear and that provision is well coordinated. Inclusive practice will remain an integral element of everyday teaching and learning.

In the early years, the federated schools will provide high-quality provision with a strong focus on communication and language development. The federated schools will identify emerging needs promptly and put effective support in place without unnecessary delay.

Across all phases, the federated schoolswill create calm, well-structured environments and deliver a rich and engaging curriculum that supports both academic progress and personal development.

The federated schools will take a whole-federated schoolsapproach to inclusion. Support for individual pupils will sit within a clearly defined, strategic framework that promotes inclusive practice for all. The federated

schools will proactively plan its inclusive provision through its inclusion strategy, setting out how it will remove barriers to learning and how available resources will be used to strengthen inclusion.

The federated schools will align its practice with national guidance and emerging inclusion standards, ensuring that its approach is evidence-informed and that inclusion is built into systems, environments, and curriculum design.

Through this universal offer, the federated schools will aim to ensure that the majority of pupils' needs are met effectively within mainstream provision, reducing the need for escalation and ensuring that support is timely, proportionate, and responsive.

7. SEND support

The federated schools are 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.

High-quality teaching

Teachers at the federated schools will:

- Set high expectations for every pupil.
- Deliver adaptive teaching that removes barriers to learning
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Provide appropriate support 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.

Identifying the need of additional support

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.
- Professional judgement informed by evidence-based approaches.

Where additional needs are identified that cannot be met through the universal offer alone, the federated schoolswill provide targeted support

Graduated approach

Once a pupil has been identified with SEND, the federated schools 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**: A clear understanding of the pupil's needs will be established, drawing on assessment data, teacher observations, parental views, and, where appropriate, specialist advice.
- **Plan**: Adjustments, interventions and support will be agreed, alongside intended outcomes and a clear review date.
- **Do**: The agreed support will be implemented. Class teachers will retain responsibility for the pupil's progress.
- **Review**: The effectiveness of the provision will be evaluated against agreed outcomes.

Targeted and targeted plus support

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 federated schools 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.

Escalation to specialist support

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 federated schools will access specialised assessments from external agencies and professionals.

Where, despite the federated schoolshaving taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

Pastoral and communication support

The federated schoolswill 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 federated schoolsrecognises that having EAL does not equate to having SEND.

Where pupils with EAL make slower progress, the federated schools will carefully assess whether this relates to language acquisition or an underlying special educational need. Consideration will be given to the pupil's home language, culture, prior educational experience, and broader development.

Support will be tailored accordingly and based on evidence-informed practice.

The federated schools 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.

8. Early years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity. These requirements are set out in the EYFS framework.

The federated schools recognises that the earliest years of life are fundamental to securing positive long-term developmental, educational, and social outcomes, particularly for children with SEND. Early identification and timely intervention will be central to the school's approach. Acting early will help prevent learning gaps from becoming entrenched and reduce the need for more intensive support later.

Early identification and timely support

The federated schools will ensure that all staff working in the early years are alert to emerging developmental differences and respond without delay. The federated schools will:

- Listen carefully to parents and carers when they express concerns about their child's development, recognising families as key partners.
- Listen to and value children's views, where developmentally appropriate.
- Monitor and review the progress and development of all children through ongoing assessment and observation.
- Identify and respond to emerging needs without requiring a formal diagnosis before support is provided.
- Follow a graduated approach through the 'assess, plan, do, review' cycle.
- Inform parents when special educational provision is being made and involve them fully in planning and review.

The federated schoolswill place particular emphasis on early support for speech, language and communication needs (SLCN), social communication, emotional regulation, and emerging social, emotional, and mental health needs, recognising the strong evidence that early intervention in these areas leads to improved outcomes.

Partnership with families and Best Start Family Hubs

The federated schools recognises that families need coordinated, timely and locally accessible support.

The federated schools will:

- Work in partnership with Best Start Family Hubs, which will act as a central point of access for advice, early help, and integrated services.
- Engage with SEND practitioners based within Best Start Family Hubs to ensure families receive appropriate guidance and direct support at the earliest stage.
- Signpost families to local health, education, and care services where appropriate.
- Support parents in accessing integrated advice and intervention before escalation of need.

The federated schools will contribute to collaborative working between education, health, and care professionals to ensure families do not experience fragmented or duplicated support.

Integrated developmental checks and information sharing

The federated schools recognises the importance of effective developmental checks in early identification.

The federated schools will:

- Contribute to and make effective use of the EYFS age-two progress check.
- Work collaboratively with health colleagues to support alignment with the Healthy Child Programme development review.
- Promote integrated reviews where possible.
- Ensure clear and consistent information sharing arrangements are in place between early years staff and health professionals, in line with data protection requirements.
- Minimise duplication and reduce gaps in identification at transition points.

High-quality inclusive early years provision

The federated schools will provide high-quality early years education with a strong focus on:

- Communication and language development.
- Social interaction and emotional regulation.
- Early literacy and numeracy foundations.
- Play-based learning.
- Independence and confidence.

Provision will be adapted to meet individual developmental needs, ensuring that children with SEND engage fully alongside their peers.

The federated schools will ensure that early years educators access appropriate professional development, including national training opportunities and evidence-based resources aligned with emerging National Inclusion Standards.

Where required, the federated schools will draw on advice from education and health professionals through multi-agency collaboration and emerging 'Experts at Hand' models of support.

Sufficiency and access

The federated schools will work with the LA to support effective sufficiency planning for early years places, including for children requiring specialist provision. The federated schools will contribute relevant information to support local accountability and planning.

Transition to school

The federated schools recognises that effective transition into Reception is critical.

The federated schools will:

- Share information securely and promptly between early years settings and Reception staff.
- Engage in partnership work to strengthen transitions from nursery to school.
- Implement best practice in Reception teaching to support early language, communication, and inclusion.
- Use evidence-informed approaches, including structured early language interventions where appropriate.

Complex Needs and Escalation

For children under five with identified complex needs, the federated schools will work closely with the LA and health partners to ensure timely access to specialist assessment and provision, in line with national guidance.

9. Admissions

The federated schools will ensure it meets its duties set under the DfE's 'Federated schools Admissions Code,' the Children and Families Act 2014 and the Equality Act 2010 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 federated schoolsin 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 federated schoolsdoes 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 federated schools 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 'Federated schoolsAdmissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

The federated schools are committed to being an inclusive mainstream setting and will seek to meet the needs of pupils with SEND within its resources and in line with statutory duties.

Arrangements for admissions are set out in the school's Admissions Policy and are published on the federated schools websites'.

Naming in an EHC Plan

Where the LA consults the federated schools about naming it in a child's EHC plan, the federated schools will respond within statutory timescales.

The federated schools may make representations to the LA where it believes that placement would be unsuitable on the grounds permitted by law, including where it would be incompatible with:

- The efficient education of others, or
- The efficient use of resources.

Before making such representations, the federated schoolswill consider whether reasonable adjustments, additional support, or alternative arrangements could enable the placement to be successful.

10. Examination access arrangements

An examination access arrangement granted in Year 6 will not automatically carry over into Year 7. A pupil requiring an access arrangement will not necessarily be placed on the SEND register, nor will they automatically require a targeted support plan.

11. Transition

The federated schools recognises that effective transition planning is essential to securing positive educational, social, and emotional outcomes for children and young people with SEND. Transitions will be carefully planned, timely and person-centred.

Transition planning will apply to:

- Entry into early years provision
- Movement from nursery to Reception
- Primary to secondary transition
- In-year transfers

- Transition between layers of support
- Transition to post-16 education, training, or employment
- Preparation for adulthood

Early years to Reception

The federated schools will:

- Work closely with early years providers, Best Start Family Hubs, health professionals, and families to ensure a smooth transition into Reception.
- Share relevant information securely and in good time.
- Ensure that successful strategies and support arrangements are in place from the first day of entry.
- Use evidence-informed approaches to strengthen early language and communication at transition.

The federated schools recognises that strong transition arrangements in the early years reduce escalation of need and support long-term inclusion.

Primary to secondary transition

The federated schools will:

- Begin transition planning early, particularly for pupils with SEND.
- Provide additional visits, information sessions, and transition activities where appropriate.
- Ensure that receiving staff are fully informed of the pupil's strengths, needs, and successful support strategies.
- Engage parents and pupils in transition planning.

Transition between layers of support

In line with emerging national reform proposals, the federated schools recognises that pupils may move between Universal, Targeted, Targeted Plus and Specialist layers of support over time.

The federated schools will:

- Ensure movement between layers is timely and responsive.
- Avoid unnecessary delays or bureaucratic escalation.
- Support reintegration to mainstream provision where appropriate.
- Maintain continuity of provision through secure and accurate record keeping.

Transition for pupils with EHC plans

Where pupils have EHC plans, the federated schools will:

- Ensure that annual reviews are held in sufficient time prior to key phase transfers.
- Contribute to reviews in line with statutory timescales.
- Work with the LA to plan and, where necessary, commission appropriate provision at the next setting.
- Ensure that pupils and parents are actively involved in discussions about future placements.

Preparation for adulthood

The federated schools recognises that preparation for adulthood should begin early and not be limited to post-16 planning.

The federated schools will:

- Support the development of independence, resilience, and self-advocacy skills.
- Ensure access to independent careers guidance where appropriate.
- Engage with further education providers, employers, and external agencies to support progression.
- Promote opportunities for pupils with SEND to participate fully in federated schools life and wider community experiences.

Multi-agency partnership

The federated schools will work collaboratively with the following to ensure that transitions are coordinated, information is shared securely and families receive consistent support.

- Early years providers
- Secondary schools and colleges
- The LA
- Health services
- Best Start Family Hubs
- External professionals

12. Involving pupils and parents in decision-making

The federated schools 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. Parents will be treated as equal partners in planning and reviewing support.

The federated schools will provide regular information to all parents about their child's progress. Where a pupil is receiving SEND support, structured review meetings will take place at least three times each academic year. The class teacher, supported by the SENCO where appropriate, will meet with parents to agree outcomes, review progress, and refine provision.

The federated schools recognise that families should not have to navigate complex systems or wait for difficulties to escalate before receiving support. Communication will be clear, timely and coordinated. Where appropriate, families will be signposted to additional sources of support, including LA services and Best Start Family Hubs.

The planning that the federated schools implement will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, recognising their strengths as well as needs.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Enable the pupil to express their views, wishes and aspirations in developmentally appropriate ways.
- Recognise the expertise of parents.
- dentify meaningful, measurable outcomes.
- 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 pupils receive SEND support, parents will be involved at each stage of the graduated approach ('assess, plan, do, review').

In line with emerging national reforms, the federated schools recognise that pupils may access different layers of support over time. Parents will be informed and involved in decisions about movement between Universal, Targeted, Targeted Plus and Specialist support, ensuring transparency and shared understanding.

Provision and agreed outcomes may, in future, be recorded through digital systems such as Individual Support Plans, subject to statutory guidance.

Where the LA provides a pupil with an EHC plan, the federated schools will:

- Involve parents and pupils fully in planning how the provision will be delivered.
- Clarify the intended impact of provision.
- Ensure parents understand review processes and statutory rights.
- Contribute meaningfully to annual reviews and phase transfer reviews.

Where necessary, the federated schools will facilitate support from an advocate or independent supporter to ensure that parents' views are heard and acknowledged.

13. Funding for SEND support

Where additional pupil needs are identified the federated schools 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 federated schools will consider accessing high needs top-up funding from the LA to provide additional specialist support.

14. EHC needs assessments and plans

The federated schools recognise 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 federated schools 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.

In line with emerging national reform proposals, statutory support may in future align with nationally defined Specialist Provision Packages, which will outline evidence-informed packages of provision for pupils with the most complex needs. The federated schools will monitor legislative changes and adapt practice in line with any revised statutory framework.

Requesting an EHC needs assessment

Before requesting statutory assessment, the federated schools will ensure that:

- High-quality adaptive teaching has been consistently implemented.
- Targeted and, where appropriate, Targeted Plus support has been delivered and reviewed.
- External professional advice has been sought where appropriate.
- Parents and the pupil have been fully involved in planning and review.
- Evidence demonstrates that needs cannot be met through available mainstream provision.

The decision to request an EHC needs assessment will be made in consultation with parents and informed by evidence from the graduated approach.

Contributing to the EHC needs assessment

As part of the statutory process, the federated schools will:

- Respond to requests for information within six weeks of receipt unless statutory exemptions apply.
- Provide detailed information about the pupil's needs, provision delivered and impact over time.
- Supply evidence from assessment data, professional advice, and review documentation.
- Contribute to the identification of desired outcomes across education, health, and care.
- Engage constructively with multi-agency partners to support coordinated planning.

If an EHC plan is not issued

If the LA decides not to issue an EHC plan, the federated schoolswill:

- Consider the written feedback provided.
- Strengthen and refine provision within the graduated approach.
- Continue to involve parents and relevant professionals in reviewing support.

Where an EHC plan is issued

Where an EHC plan is issued:

- The LA will consult the federated schools before naming it in the plan.
- The federated schools will provide its response within 15 days.
- The federated schools will admit any pupil for whom it is named in an EHC plan.
- All relevant staff will be informed of the pupil's needs and the provision required.
- Provision will be implemented in full and monitored for effectiveness.

In line with emerging reform direction, statutory support may in future align with clearly defined Specialist Provision Packages delivered within mainstream or specialist settings. The federated schools will ensure readiness to operate within any revised national framework.

Multi-agency and review responsibilities

The federated schools will work collaboratively with the LA, health services, and other professionals to ensure that:

- Provision is coordinated and delivered effectively.
- Outcomes remain appropriate and ambitious.
- Reviews are timely and person-centred.
- Transition planning is embedded within annual reviews.

For pupils under five with complex needs, the federated schools will work closely with the LA and health partners to ensure timely access to specialist assessment and provision in line with national guidance

15. Reviewing EHC plans

The federated schools 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 federated schools 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 federated schools 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 federated schools 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.

Preparing for changes to EHC plans

The federated schools are aware that national SEND reform proposals include changes to the review process for EHC plans.

Subject to legislative change, EHC plans for school-aged pupils may in future be formally reviewed at the end of key stages by the LA. These reviews would draw on appropriate education, health, and care expertise to ensure that provision remains suitable and proportionate. Annual reviews are expected to continue for children in the early years and for young people in post-16 education.

From September 2029, children and young people with existing EHC plans may have their needs considered at key transition points, including the end of primary, secondary, and post-16 phases. Following review, pupils may either:

- Move to a nationally defined Specialist Provision Package.
- Receive support through an ISP alongside access to the Experts at Hand service.

ISPs, where implemented, will record day-to-day provision for pupils receiving targeted or specialist support and will be reviewed at least annually.

During any transition period, children and young people in mainstream settings will retain their existing EHC plans and associated provision until they complete their current phase of education or choose to move to the

revised system. The first cohort is expected to begin transition assessment from September 2029, with implementation from September 2030.

The federated schools will monitor legislative developments and will update its policy and procedures once statutory changes are confirmed.

16. Supporting successful preparation for adulthood

The federated schools recognises that support towards greater independence, participation and employability can be life-transforming for pupils with SEND. Preparation for adulthood will begin early and will be centred on each pupil's aspirations, strengths, interests, and needs.

The federated schools will ensure that pupils are supported at developmentally appropriate levels to make successful transitions to the next stage of education, training, or employment, including higher education where appropriate.

Preparation for adulthood will be embedded across the curriculum and wider federated schoolsexperience and will promote:

- Independence and resilience
- Communication and self-advocacy skills
- Social inclusion and participation
- Employability and career readiness
- Positive physical and emotional wellbeing

The federated schools will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Promote the development of communication, independence, and social interaction skills.
- Support pupils to form friendships and participate fully in federated school life and the wider community.

  Ensure pupils with SEND engage in federated schools activities alongside their peers.
- Engage with secondary schools, as necessary, to help plan for any transitions.

The federated schools will:

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

- Provide access to independent and impartial careers guidance from Year 8 to Year 13.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with FE providers as necessary to help plan for any transitions.
- Share relevant information securely with future destinations to promote continuity of support.

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

17. Managing complaints

The federated schools will publish the Complaints Procedure Policy on the federated schools websites'.

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

The federated schools 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.

Parents will be made aware that Ofsted can consider complaints relating to whole-federated schools SEND early years provision if the problem has not been resolved informally.

The federated schools 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'.

18. Staff training and improving practice

The federated schools is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The federated schools SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

19. Use of data and technology

The federated schools will adopt a safe, secure, and evidence-informed approach to the use of data, digital systems, and technology to support children and young people with SEND.

ll information about pupils will be kept in accordance with the school's Records Management Policy, Data Protection Policy, and Pupil Confidentiality Policy. The federated schoolswill always comply with the UK GDPR and the Data Protection Act 2018.

Record keeping

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, 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.
- Support effective monitoring of progress, behaviour, and development.
- Be kept securely so that unauthorised persons do not have access to it, as far as reasonably practicable.

The federated schools will use assessment information, progress data, and professional insight to identify emerging barriers to learning at the earliest opportunity. Data will inform planning, review, and evaluation of support to ensure provision remains responsive and effective.

The federated schools keep data on the levels and types of need within the federated schools and makes this available to the LA and Ofsted.

Digital systems and future deployments

The federated schools will develop and maintain digital systems that support effective record keeping, secure information sharing and continuity of provision, particularly at transition points.

The federated schools will prepare for potential future national developments, including the possible introduction of digital Individual Support Plans (ISPs), ensuring that systems are adaptable and compliant with statutory requirements.

Any digital tools used by the school, including those incorporating Artificial Intelligence (AI), will:

- Be evidence-based and ethically sound.
- Demonstrate clear educational benefit.
- Support high-quality teaching rather than replace it.
- Protect data security and confidentiality.

The federated schools will critically evaluate any screening or identification tools before use and will ensure that any such tools are linked to effective, evidence-informed interventions. Digital tools which incorporate AI will be used in line with the school's Safe use of AI Policy.

Assistive technology may be used where appropriate to support access to learning and promote independence, particularly for pupils with sensory, physical or communication needs. Staff will receive appropriate training to ensure effective and proportionate use.

Confidentiality

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

20. Publishing information

The federated schools will publish information on the federated schools websites' 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 Inclusion Strategy will be prepared by the governing board and will be published on the federated schools websites'.

21. Joint commissioning, planning and delivery

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

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

The federated schools 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 federated schools 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 federated schoolsentry.

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.

22. 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, the federated schools will work with LAs, parents and pupils in developing and reviewing the Local Offer. The federated schools will also cooperate with those providing services.
- Accessible: The federated schools 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 federated schools 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 federated schools 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 federated schools 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 federated schools 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.

23. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

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

The next scheduled review date for this policy is 24.11.2027