

The Lilycroft and St Edmund's Nursery Schools' Federation



SEND Policy

Last Reviewed: June 2026
Approved By: Full Governing Board
Next Review Due: June 2027

Contents:

1. Statement of intent
2. Legal framework
3. Definitions
4. Objectives
5. Roles and responsibilities
6. Identification and provision for SEND
7. Assessment and statutory processes
8. Involving children and families in decision-making
9. Children new to English
10. Admissions
11. Local Offer
12. Staff training and improving practice
13. Promoting mental health and wellbeing
14. EHC Plans (EHCP)
15. Reviewing EHC plan
16. Safeguarding
17. Transferring between different phases of education
18. SEND tribunal
19. Data and record keeping
20. Confidentiality
21. Publishing information
22. Monitoring and review

Statement of intent

The Lilycroft and St Edmund's Nursery Schools value all children and celebrate diversity of experience, interest and achievement. All children need to experience praise, recognition and success, and children with SEND have an equal entitlement to this. This policy outlines the framework for the schools to meet our duty, obligation and principal equality values to provide a high-quality education to all our children, including children with SEND, and to do everything we can to meet the needs of children with SEND.

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

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between all children regardless of their individual needs

The schools will work with the Local Authority (LA), within the following principles, which underpin this policy:

- The involvement of children and their families in decision-making
- The identification of children's needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of children with SEND
- Greater choice and control for children and their families over their support
- The term **teachers** in this policy means anyone who is involved in learning and teaching and the early education and development of our children.

Legal framework

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

Legislation

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Children Act 2004
- Education Act 1996
- Education Act 2002
- Childcare Act 2006
- Mental Capacity Act 2005
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Data Protection Act 2018
- Health and Care Act 2022
- Special Educational Needs and Disability (Amendment) Regulations 2024

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

Statutory Guidance

- SEND Code of Practice: 0–25 years (2015)
- Supporting Pupils at School with Medical Conditions (2015)
- Working Together to Safeguard Children (2023)
- Keeping Children Safe in Education (current version)
- Statutory Framework for the Early Years Foundation Stage
- School Admissions Code (2021)

Non-Statutory Guidance

- Mental Health and Wellbeing Provision in Schools (2018)
- Equality and Human Rights Commission (EHRC) (2015) Reasonable Adjustments for Disabled Pupils
- Equality and Human Rights Commission (EHRC) Technical Guidance for Schools in England

Definitions

For this policy, a child is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age

Under the Equality Act 2010, a disability is a physical or mental impairment, which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The schools review how well equipped we are to provide support across the following areas:

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

Communication and interaction

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

The school recognises that:

- Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction
- The profile for children with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times in their lives

The SENDCO will work with children, families, practitioners, teachers and language and communication therapists where necessary to ensure children with SLCN reach their full potential.

Cognition and learning

At Lilycroft and St Edmund's Nursery Schools we understand that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENDCO will ensure that any provision offered will be suited to the needs of the child.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health (SEMH) difficulties

Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying dysregulated behaviour. At our schools, we recognise that these behaviours may be a result of a difficult time in children's lives and carefully thought out support strategies are put in place such as Individual Plans or Regulation Plans.

Sensory or physical needs

Impairments that prevent or hinder children from using the schools' facilities, such as vision impairment (VI), does not necessarily mean that a child has SEND. The schools will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time
- A child with a disability is covered by the definition of SEND if they require special educational provision

The schools recognise, however, that children who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met.

Objectives

The Lilycroft and St Edmund's Nursery Schools will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- Use best endeavours to make sure that children with SEND get the support they need to access the schools' broad and balanced curriculum
- Ensure that children with SEND engage in the activities of the school alongside children who do not have SEND
- Ensure there is high-quality provision to meet the needs of children with SEND, with specific focus on inclusive practice and removing barriers to learning
- Fulfil its statutory duties towards children 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 children with disabilities
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that children with disabilities are not at a substantial disadvantage compared with their peers
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCO
- **Review and publish key information relating to SEND provision, including:**
 - Accessibility Plans setting out how access to the curriculum and physical environment will be improved for children with SEND
 - St Edmund's Local Offer, which provides information on admissions, support available and partnership with families
 - The SEND Information Report outlining the implementation of this policy

Roles and responsibilities

The Governing Body will be responsible for:

- Communicating with children with SEND and their families when reviewing policies that affect them
- Ensuring that effective provision is in place for all children with SEND, whether or not they have an EHC plan
- Designating an appropriate member of staff to be the SENDCO and having responsibility for coordinating provision for children with SEND
- Appointing a designated teacher for Children Looked After (CLA), where appropriate
- Ensuring that reasonable adjustments are made for children with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Taking necessary steps to ensure that children with disabilities are not discriminated against, harassed or victimised
- Preparing the arrangements for the admission of children with SEND and the facilities provided to enable access to the school for children with disabilities
- Regularly monitoring the schools' policies and procedures, to review their impact on children with SEND, including on their mental health and wellbeing
- Preparing the Accessibility Plan, showing how the schools intend to progressively improve access over time
- Developing complaints procedures, which will be known to all school users
- Ensuring arrangements are in place to support children at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy
- Appointing an individual governor to oversee the schools' arrangements for SEND

The Executive Headteacher will be responsible for:

- Ensuring that those who are teaching or working with children with SEND are aware of their needs and have arrangements in place to meet them
- Ensuring that teachers monitor and review children's progress during the academic year
- Ensuring that the SENDCO has sufficient time and resources to carry out their functions
- Providing the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities
- Assisting the Governing Body in appointing a designated teacher for CLA, who will work closely with the SENDCO to ensure that the needs of the children are fully understood by relevant school staff
- Regularly and carefully reviewing the quality of teaching for children at risk of underachievement, as a core part of the school's performance management arrangements
- Ensuring that procedures and policies for the day-to-day running of the schools do not directly or indirectly discriminate against children with SEND
- Establishing and maintaining a culture of high expectations and including children with SEND in all opportunities available to other children
- Ensuring that the approach to the curriculum includes how it is made accessible for children with SEND
- Reporting to the Governing Body on the impact of SEND policies and procedures, including on children's mental health and wellbeing

The SENDCO will be responsible for:

- Collaborating with the Governing Body and the Executive Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the schools
- Working with the relevant governors and the Executive Headteacher to ensure that the schools meet their responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements
- The day-to-day operation and implementation of the SEND policy
- Coordinating the specific provision made to support individual children with SEND, including those with EHC plans
- Liaising with the relevant, designated teachers where CLA have SEND
- Advising on a graduated approach to providing SEND support
- Advising on the deployment of the schools' delegated budget and other resources to meet children's needs effectively
- Liaising with the families of children 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 families are informed about the options and a smooth transition is planned
- Providing professional guidance to colleagues and working closely with staff members, families and other agencies, including SEND charities

- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family
- Ensuring, as far as possible, that children with SEND take part in activities run by the schools, together with those who do not have SEND
- Ensuring that the schools keep the records of all children with SEND up-to-date, in line with the schools' Data Protection Policy
- Cooperating with the LA during annual EHC plan reviews
- Preparing the SEND information report and publishing it on the website
- Participating in training and CPD opportunities
- Providing guidance, training and professional support to staff to promote effective assessment, inclusive practice and high-quality provision
- Ensuring that children with SEND and their families are actively supported in contributing to needs assessments, and developing and reviewing EHC plans
- Consulting health and social care professionals, children and families to ensure the needs of children with medical conditions are effectively supported
- Keeping families and relevant teachers up-to-date with any changes or concerns involving a child

Teachers will be responsible for:

- Planning support for children with SEND on a graduated basis, in collaboration with families, the SENDCO and a child's key person
- Setting high expectations for every child 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 child achieving
- Being accountable for the progress and development of the children in their class
- Being aware of the needs, outcomes sought, and support provided to any children with SEND they are working with

Identification and Provision for SEND

The Lilycroft and St Edmund's Nursery Schools Federation are committed to ensuring that all children with SEND receive the support they need to achieve the best possible outcomes.

The schools will:

- Ensure staff are well trained and understand the needs of the children they work with, enabling them to deliver individually tailored provision
- Ensure all staff working with young children are alert to emerging difficulties and respond early.
- Ensure staff raise any identified needs with the SENDCO at the earliest opportunity
- Ensure staff listen to and understand families' views and questions regarding their child's development
 - **Follow the graduated approach by:**

- Establishing a clear assessment of the child's needs
 - Planning, in partnership with families, the support and strategies to be put in place and the expected impact on the child's progress, development and behaviour
 - Implementing agreed support with the guidance of the SENDCO; and
 - Reviewing the effectiveness of the provision and making any necessary adjustments
- Where appropriate, and with parental consent, the request will be made for Special Educational Needs Inclusion Funding (SENIF) to support the individual needs of children with SEND
 - Work in partnership with specialist services, including the Social, Communication, Interaction and Learning (SCIL) Team, to secure the best outcomes for children with SEND

In addition, the schools will:

- Ensure that children with SEND receive the support they require.
- Enable children with SEND to participate in school activities alongside their peers.
 - **Provide families with information about:**
 - The implementation of this SEND Policy
 - Arrangements for the admission of children with SEND
 - The facilities available to enable access to the school for children with SEND; and
 - The Local Offer and Accessibility Plan

Identifying SEND

The Lilycroft and St Edmund's Nursery Schools have a clear approach to identifying and responding to SEND and recognise that early identification and effective provision improve long-term outcomes for children.

Children's learning, development and emotional wellbeing are observed daily by all staff. Practitioners work collaboratively with colleagues and families to develop a comprehensive understanding of each child's strengths and needs, which informs ongoing assessment and provision.

Class teachers, Early Years practitioners and SEND practitioners, supported by the SENDCO, carry out regular assessments to identify children who may be experiencing difficulties in one or more areas of learning and development.

Where concerns arise about a child's progress or where additional support may be required, needs will be identified as early as possible through:

- Observation
- Assessment
- Professional dialogue between families, the child's teacher, key person and SENDCO

Support may be provided through targeted small-group activities, individual support, environmental adaptations or specific interventions. The frequency and nature of support will depend on the child's needs.

Teachers, practitioners and the SENDCO will use assessment information to monitor progress and evaluate the impact of support on learning, development and wellbeing.

In tracking the learning and development of children with SEND, the schools will:

- Base decisions on the insights of the child's family
- Set challenging but achievable targets
- Track progress towards agreed outcomes
- Review the effectiveness of additional provision
- Promote positive personal and social development
- Use evidence-informed approaches and evaluate their impact

Assessments will consider the full range of a child's strengths and needs and will not focus solely on any identified primary need.

Particular attention will be given to Children Looked After and Previously Looked After Children, recognising that they may experience additional barriers to learning and that any emerging SEND will be identified and supported as early as possible.

Where appropriate, needs will be identified within the four broad areas outlined in the SEND Code of Practice:

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

Where a child continues to make little or no progress, or is working significantly below expected levels despite targeted support and strategies, the school will work in partnership with families before seeking advice from external specialists.

Assessment and Statutory Processes

Consideration of whether additional SEND provision is required, including whether an Education, Health and Care Needs Assessment (EHCNA) may be necessary, will begin with the desired outcomes for the child and the views of the child and their family.

An Education, Health and Care Needs Assessment (EHCNA) is a statutory process carried out by the Local Authority to determine whether a child requires an Education, Health and Care Plan (EHCP). An EHCP is a legal document that sets out a child's special educational needs, the outcomes sought for the child, and the provision required to meet those needs.

If a child continues to experience difficulties across all or some areas of learning and development, despite appropriate support and strategies, the school will work in partnership with families to consider the most appropriate next steps.

For children attending St Edmund's Nursery School, this may include:

- A request to the Local Authority for an assessment place within the school's Resourced Provision (subject to availability); and/or
- A request for an Education, Health and Care Needs Assessment (EHCNA)

Assessment places within the Resourced Provision are intended to provide enhanced support and a period of detailed observation and assessment for children whose needs may require specialist provision. An assessment place does not require a child to have an Education, Health and Care Plan (EHCP), nor does it automatically lead to one. Information gathered during the assessment period helps the school, families and professionals develop a clearer understanding of the child's strengths and needs and determine the most appropriate provision and next steps.

For children attending Lilycroft, the school may, in collaboration with parents/carers, submit a request to the Local Authority for an Education, Health and Care Needs Assessment (EHCNA).

The school will fulfil its duty to respond to requests for information relating to a statutory assessment within six weeks of receipt.

Advice and information will be sought from relevant education, health and care professionals regarding:

- The child's needs
- Desired outcomes and
- The provision required to support progress and achieve those outcomes

Involving Children and Families in Decision-Making

Families of children with SEND are encouraged to share their knowledge and understanding of their child. The Executive Headteacher, teachers and SENDCO will ensure that families' views are valued and inform decision-making.

Families will always be formally notified when SEND support is being provided. Decisions regarding additional provision and referrals will be discussed fully with families and, where appropriate, the Local Authority.

Provision planning will:

- Focus on the child as an individual.
- Highlight strengths and capabilities.
- Enable children and families to contribute to future planning.
- Use clear, accessible language.
- Tailor support to individual needs.
- Minimise unnecessary demands on families.
- Bring together relevant professionals to agree on a coordinated approach

The key person, supported by the SENDCO, will meet with families three times each academic year to review progress, discuss outcomes and agree on next steps.

Children new to English

The Lilycroft and St Edmund's Nursery Schools recognise that children who are new to English may require additional support as they acquire English language skills. Being new to English does not, in itself, indicate that a child has SEND.

Assessment and provision will take account of the child's home language, culture and previous experiences. Where concerns about a child's learning or development persist, the schools will consider whether there may be underlying SEND and, where appropriate, seek advice from relevant professionals.

Admissions

The Lilycroft and St Edmund's Nursery Schools will ensure they meet their duties set under the 'School Admissions, Attendance and Transition Policy' by:

- Not refusing admission to a child that has named the school in their EHC plan
- Considering applications from families of children who have SEND but do not have an EHC plan
- Not refusing admission to a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs
- Not refusing admission to a child who does not have an EHC plan

Local Offer

The Lilycroft and St Edmund's Nursery Schools will help to ensure that families 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 school 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.

The schools will provide the LA with information about their existing SEND provision.

Staff training and improving practice

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCO, as well as external agencies, where appropriate.

Training will cover the educational, social, emotional, medical and physical needs of children with SEND. The training offered will be delivered to ensure equity, equality, diversity, inclusion, understanding and tolerance.

The SENDCO provides regular updates on SEND provision and aims to share these with staff at least three times each academic year.

Training will cover the following:

- Identifying SEND in children
- Liaising with the school's SENDCO
- Implementing support measures
- Monitoring the success of those support measures
- How to develop peaceful learning environments
- How to develop lessons/activities so they are engaging for children with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

Promoting mental health and wellbeing

The Lilycroft and St Edmund's Nursery Schools will ensure that there is a focus on promoting children's resilience, confidence and ability to learn in all areas across the curriculum.

Positive relationships, effective classroom management and opportunities for small-group learning will be used to promote positive behaviour, social development and self-esteem.

Specialist services will be available where a child requires such services.

Where appropriate, the schools will support families with the emotional health and well-being of their child. The school will focus on work that helps to build self-esteem and regulation strategies.

EHC plans (EHCP)

The Lilycroft and St Edmund's Nursery Schools will fully cooperate with the LA when research about the child is being conducted.

The schools will provide the LA with any information or evidence needed.

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

Where the LA issues an EHC plan, the school will work with families to implement the provision and agree the expected impact on the child's progress and development.

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

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

All reasonable adjustments will be put in place by the school to provide a high standard of education for all children.

The schools will specify short-term targets sought for a child in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The schools will review each child'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'.

Information regarding a child's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan.

The schools will take steps to ensure that children and families are actively supported in developing and reviewing EHC plans.

The schools will ensure that families are consistently kept involved throughout the implementation of an EHC plan.

The schools will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

Reviewing the EHC plan

The Lilycroft and St Edmund's Nursery Schools will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping families involved at all times
- Ensure that sufficient arrangements are in place at the school to host the annual review meeting
- Cooperate with the LA during annual reviews
- Lead the review of the EHC plan in order to create the greatest confidence amongst children and their families
- Seek advice and information about the child prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan
- Provide the LA and families with any evidence to support the proposed changes and give those involved at least 15 days to comment and make representations

- Clarify to the families that they have the right to appeal the decisions made in regard to the EHC plan

Safeguarding

The Lilycroft and St Edmund's Nursery Schools recognise that children with SEND are at a greater risk of abuse, neglect and exploitation. The schools will ensure that all staff are aware of the additional safeguarding challenges that children with SEND may face and are able to identify and respond appropriately to any concerns.

The schools recognise that there are additional barriers to recognising abuse and neglect in this group of children.

These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- Communication barriers and difficulties in managing or reporting these challenges

The Executive Headteacher and Governing Body will ensure that the schools' Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. Care will be taken by all staff, particularly those who work closely with children with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCO.

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

The Governing Body and Executive Headteacher will ensure that children with SEND are taught about how to keep themselves and others safe including online.

Any reports of abuse involving children with SEND will involve close liaison between the DSL and the SENDCO.

Transferring between different phases of education

EHC plans will be reviewed and amended in sufficient time prior to a child moving from Nursery to Primary School, to allow for planning and, where necessary, commissioning of support and provision at the new phase.

In the Autumn term, before a child is due to leave Lilycroft or St Edmund's Nursery Schools, the discussion will be held with families about the next phase of education for their child. Families will be supported to explore suitable primary school options and, where possible, accompanied on visits to prospective schools to help them make informed decisions about the most appropriate setting for their child.

Lilycroft and St Edmund's Nursery Schools will liaise with the SENDCO of the school to which a child is moving to ensure a smooth transition.

SEND tribunal

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

In all cases, the schools' Complaints Procedure outlined in the Complaints Policy will be followed, allowing for a complaint to be considered informally at first.

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

Where necessary, the Executive Headteacher will make the relevant parties aware of the disagreement resolution services.

Families will be made aware that Ofsted can consider complaints relating to the whole school SEND provision, if the problem has not been resolved informally.

The school 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'.

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

Where disagreements cannot be resolved locally, families will be supported to access mediation and, where appropriate, appeal to the First-tier Tribunal (Special Educational Needs and Disability). The schools will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the child will cooperate with their family to provide the child with the highest standard of support and education.

Data and record keeping

The Lilycroft and St Edmund's Nursery Schools' records will:

- Include details of SEND, outcomes, actions, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all children
- Maintain an accurate and up-to-date record of the provision made for children with SEND, which is different or additional to that offered through the school curriculum

- The schools will maintain information on the levels and types of need within the schools and will make this information available to the Local Authority, as required, through the annual SEND Information Report

Confidentiality

The Lilycroft and St Edmund's Nursery Schools will not disclose any EHC plan without the consent of the child's family, except for disclosure:

- To a SEND tribunal when families 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's Act 1989 relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and LAs
- To the Headteacher of the setting at which the pupil is intending to start their next phase of education

Publishing information

The SEND Policy and SEND Information Reports will be published on the schools' websites. Information will be reviewed annually and updated as soon as possible following any significant changes.

Monitoring and review

This policy is reviewed on an annual basis by the SENDCO and the Executive Headteacher in conjunction with the Governing Body.

The next scheduled review date for this policy is June 2027.

Reviewed by Ermina Kesedzic –Assistant Head/SENDCO ermina.kesedzic@stedmundsbradford.org.uk