Manor Park Primary School

SEND Policy

Document Review	
Date of last review:	October 2026
Person completing review:	Sarah Jacoby
Shared with staff:	October 2026
Shared with governors:	October 2026
Frequency of review:	Annually
Date of next review:	October 2027

Contents

1. Introduction 3
2. Identifying Special Educational Needs 4
3. Roles and Responsibilities 5
4. SEND Information Report 10
5. A Graduated Response 10
6. Managing SEND in School 11
7. Education Health and Care Plan 12
8. Where Further Support Is Needed 12
9. Supporting Pupils and Families 13
10. Monitoring and Evaluation of SEND 13
11. Training and Resources 13
12. Storing and Managing Information 14
13. Reviewing the Policy 14
14. Accessibility 14
15. Concerns 15
16. Links with Other Policies 15

1. Introduction

Aims

Our SEND policy aims to set out how our school will support and make provision for pupils with special educational needs and disability (SEND) and explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

Vision and Values

At Manor Park Primary School, our vision is to ensure that every child is valued, included, and supported to achieve their very best. We are dedicated to providing a broad, balanced, and engaging curriculum that is accessible to all, with provision carefully tailored to meet the diverse needs and abilities of our pupils. Through an inclusive culture of respect, encouragement, and high expectations, we aim to empower every child to thrive, develop confidence, and reach their full potential.

Legislation

This policy has regard to the current published SEND Code of Practice: 0 to 25 years (January 2015), Keeping Children Safe in Education 2026, Working Together to Improve School Attendance and Supporting Pupils at School with Medical Conditions. Statutory guidance is distinguished from the legislation below.
This policy is also based on the following legislation:
Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND

The Special Educational Needs and Disability Regulations 2014, as amended, including the Special Educational Needs and Disability (Amendment) Regulations 2024 concerning SENCO qualifications.

The Equality Act 2010, including sections 20 and 85 and Schedule 13 on reasonable adjustments and protection from discrimination in schools, and Schedule 10 on accessibility planning.

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The maintained schools governance guide informs the governing body's responsibilities. It is guidance rather than legislation.

The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

The governing body must use its best endeavours to secure the special educational provision required by pupils with SEN (section 66 of the Children and Families Act 2014). The school must admit a pupil where it is named in the pupil's EHC plan in accordance with section 43. The governing body must make arrangements to support pupils with medical conditions under section 100, alongside the school's Supporting Pupils with Medical Conditions Policy.

Definitions

Special Educational Needs

A pupil has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. For children of compulsory school age, this means they have:

- A significantly greater difficulty in learning than the majority of others of the same age,

  or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Special educational provision is educational or training provision additional to, or different from, that generally made for others of the same age in mainstream settings. A child may have a disability without having SEN, or SEN without a disability. Receiving an intervention, pastoral support or outside-agency input does not automatically mean that a child has SEN. Identification is based on assessed need and the special educational provision required, rather than a diagnosis alone. For children below compulsory school age, identification takes account of whether they are likely to meet the statutory definition when they reach compulsory school age, or would do so without special educational provision.

2. Identifying Special Educational Needs

Some children need short-term additional teaching or pastoral support without having SEN. Staff assess the child's needs and the impact of high-quality teaching and support. Where a learning difficulty or disability calls for special educational provision, SEN is identified promptly; identification and support are not dependent on a diagnosis, outside-agency assessment or a fixed waiting period.

The SEND Code of Practice: 0 to 25 years (January 2015) guides identification of SEN and provision additional to or different from that generally available to pupils of the same age.

Special educational needs fall under four broad areas of need:

- **Communication and interaction**, including speech, language and communication needs and autism.
- **Cognition and Learning** (including learning difficulties such as dyslexia and dyspraxia)

- **Social, emotional and mental health needs,** which may include needs associated with anxiety, attachment difficulties or ADHD. A diagnosis does not determine provision by itself, and children may have needs across more than one area.
- **Sensory and/or physical** (including visual impairment, hearing impairment and physical disability)

Under the Equality Act 2010, you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- "Long-term" means that the effect has lasted, or is likely to last, at least 12 months, or for the rest of the person's life. Recurring effects may also meet this definition. Support and reasonable adjustments are not delayed while waiting for 12 months to elapse.

As a school, we endeavour to identify a child's special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the child.

Learning English as an additional language does not itself constitute SEN. Assessment considers language acquisition, experience and progress across languages, using Coventry's EAL and SEN pathway where appropriate. Low attainment, behaviour, attendance difficulties or disadvantage alone do not establish SEN, but may prompt assessment of underlying needs. Reasonable adjustments for disabled pupils apply whether or not they are on the SEN register.

3. Roles and Responsibilities

The Role of Inclusion and Pastoral Lead

Sarah Jacoby (Deputy Headteacher) is the Inclusion and Pastoral Lead at Manor Park Primary School and is responsible for ensuring that children with Special Educational Needs and/or Disabilities (SEND) are identified, supported, and able to access high-quality teaching and learning. The Inclusion Lead works closely with staff, families, and external agencies to promote inclusion across the school and leads a team consisting of:

- Jo Shepherd (Assistant Headteacher, SENCo & Inclusion) who is responsible for children on EHCPs
- Sophie Holloway (Middle Leader & SENCo) who is responsible for children who have special needs without an EHCP, including those on My Support Plans
- SEND HLTA
- 4 SEND Learning Support Assistants
- 3 Learning Mentors, who support with wellbeing, including mental health

The Inclusion Lead is responsible for:

- Having overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

- Working with the headteacher and SEND link governor to determine the strategic development of the SEND policy and provision in the school

- Working with the headteacher, school governors and SENCos to make sure the school meets its responsibilities under the Equality Act 2010, with regard to reasonable adjustments and access arrangements

- Working with the headteacher to monitor the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils

- Monitoring to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development

- Regularly reviewing and evaluating the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- Preparing and reviewing information for inclusion in the school's SEND information report and any updates to this policy

- Identifying any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Role of the SEND Link Governor

The SEND link governor is Steve Cooke. He monitors SEND provision on behalf of the full governing body and reports findings to it. The full governing body remains accountable for the school's SEND duties; this accountability is not transferred to the link governor. His responsibilities include:

- Monitoring and supporting the SENCo and Senior Leadership Team in the implementation of the SEND Policy and SEN Information Report

- Informing governors of any issues regarding the implementation of the SEND policy

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

- Work with the Headteacher and Inclusion Lead to determine the strategic development of the SEND policy and provision in the school

The governing body and Headteacher remain accountable for statutory duties, while the Inclusion Lead coordinates strategic oversight and the SENCOs coordinate day-to-day SEN provision. The school ensures that its statutory SENCO arrangements meet the qualification and training requirements. Relevant SENCOs must be qualified teachers and complete the mandatory qualification within the applicable three-year period. From 1 September 2024 the mandatory qualification is the NPQ for SENCOs, subject to recognised NASENCO qualifications, exemptions and transitional arrangements. SENCOs receive sufficient time, administrative support and resources to fulfil their responsibilities.

The Role of the SENCo

Jo Shepherd and Sophie Holloway are the SENCos at Manor Park Primary School and they are responsible for:

- Overseeing the day-to-day operation of the school's SEND policy coordinating provision for children with special educational needs liaising with and advising all staff
- Providing professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advising on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with special educational needs about the pupil's needs and any provision made
- Overseeing and maintaining the records of all children with special educational needs such as My Support Plans and EHCPs
- Development and delivery of relevant in-service training of staff
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Organising and chairing annual review meetings for children with an EHCP and termly review meetings for children with a My Support Plan
- Helping staff to identify early intervention
- Tracking pupils' progress and allocating additional support to individual or groups of pupils documents and records are kept and shared with staff and parents and are available where needed
- Completing and maintaining the special educational needs register
- Making sure relevant referrals have been made
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner

The Role of Phase Leaders

Phase Leaders are responsible for:

- Keeping an up-to-date profile of pupils with SEND in the year group, tracking pupils' progress and allocating additional support to individual or groups of pupils

- Ensuring individual needs of SEND pupils are met through targeted intervention where necessary

- Analysing and reporting on progress of pupils with SEND at pupil performance meetings and planning appropriate interventions.

The Role of the Class Teacher

Class teachers are responsible for:

- Planning and providing high-quality adaptive teaching, with appropriate scaffolding, accessible communication and reasonable adjustments through a graduated approach.

- The progress and development of every pupil in their class

- Completing an initial concern form for children that they are worried about and passing it to the SENCos

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

- Ensuring they follow this SEND policy and the SEND information report

- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

- Providing reports for external specialists

- Monitoring and assessing progress and maintaining appropriate records, including writing and reviewing pupil profiles, and implementing strategies that have been suggested by external specialists

The Role of Learning Support Assistants

- Supporting and helping children with SEND to meet their targets (under the direction of the class teacher) and to report and record work that has been carried out and progress that has been made
- Support class teachers and phase leaders in delivering key interventions

The Role of Parents/Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Additional Responsibilities

Person / People responsible for Safeguarding:

Becky Swindell (Headteacher), Debbie Perkins (Lead Learning Mentor), Jennie Haines (Learning Mentor), Sarah Jacoby (Deputy Headteacher), Tracy Brown (Deputy Headteacher), Karen Buckley (CHAMPS Manager)

Person / People responsible for Pupil Premium Grant:

Sarah Jacoby (Deputy Headteacher)

Person / People responsible for children in care (looked after children) and previously looked - after children : Sarah Jacoby (Deputy Headteacher)

Person responsible for leading provision for children's medical needs: Sarah Jacoby (Deputy Headteacher)

A pupil may have a medical condition without having SEN, or may have both. Some medical conditions also meet the Equality Act definition of disability. Medical support, individual healthcare plans where appropriate, reasonable adjustments and SEND provision are coordinated according to the pupil's assessed needs. Support for medical conditions is not dependent on being on the SEN register. See the Supporting Pupils with Medical Conditions Policy.

SEND information report and Inclusion Strategy

The school must publish a SEND Information Report on its website explaining how this policy is put into practice. The report will be reviewed and updated annually, with any changes during the year reflected as soon as possible. Alongside this, the school must publish an Inclusion Strategy by 31 December 2026, in accordance with the Inclusive Mainstream Fund conditions of grant. This will explain the barriers to learning and participation within our school, the activities and funding planned to address them, the intended outcomes and how impact will be reviewed. Any multi-year strategy will be reviewed annually. The Inclusion Strategy does not currently replace the SEND Information Report.

A Graduated Response

We believe that quality first teaching is the key to meeting the needs of most of our children. Through differentiated planning, a range of teaching methods and a good working knowledge of the children's needs, most children will make good progress. Our class teachers closely monitor the progress made by all children in their class and ask advice from the SENCo as soon as they have concerns about any of their pupils. Staff will fill in an initial concern form, which they will then pass to the SENCo.

The SENCo may then suggest activities such as small group work or special programmes (interventions) to help the child. Examples of such groups in school are SOS Spelling, social nurture groups, precision teaching, Read Write Inc and sensory circuits

All teachers are teachers of children with special educational needs and therefore class teachers are responsible and accountable for the progress and development of the pupils in their class, including where children access support from teaching assistants or specialist staff.

Where assessment indicates SEN, the class teacher and SENCO arrange special educational provision and formally inform parents/carers, involving them and the pupil in planning and review. Specialist advice is sought where needed, but support and identification are not delayed while waiting for it. Where progress remains limited despite purposeful support, needs and provision are reassessed and further advice or an EHC needs assessment considered as appropriate.

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents/carers. We must formally notify parents/carers if it is decided that a pupil will receive special educational provision.

Once a child has been identified as having SEND, the following steps are followed:

Step 1: The school identifies SEN through assessment, working closely with the class teacher, SENCO, parents/carers and pupil. Parents/carers must be formally informed when special educational provision is made. Their views are recorded and differences of view discussed; parental agreement is not a prerequisite to fulfilling the school's duties to identify and support SEN.

Step 2: All children on the SEND register will have a pupil profile created for them detailing their individual needs, targets and strategies to best support them to be successful. All staff working with a SEND child will have access to their pupil profile. It may be deemed that more substantial support is needed so the SENCo may suggest starting a My Support Plan, which will go into greater detail about a child's needs and targets, and can corroborate information from various different agencies/specialists.

Step 3: Pupil profiles and provision are reviewed with parents/carers at least termly through Assess, Plan, Do and Review, with earlier reviews where needs change. The child's views are gathered using accessible approaches. External agencies contribute where appropriate.

Step 4: The school or parents/carers may request an EHC needs assessment from the local authority. The legal test is whether the child has or may have SEN and whether it may be necessary for special educational provision to be made through an EHC plan. A request does not guarantee a plan. There is no requirement to complete every intervention stage, hold a My Support Plan or have a diagnosis before requesting an assessment. Evidence of needs, provision and its impact informs the request; academic progress alone does not determine need. The purpose is to assess and secure appropriate provision, rather than simply obtain additional funding.

Parents/carers and the child are supported to participate throughout. Visual, communication and other adaptations are used to enable children to express their views; age or communication needs do not in themselves exclude their involvement.

Managing SEND in school

The SENCo is responsible for keeping all records up to date and managing the SEND register.

The SEN register includes pupils receiving SEN support (census code K) and pupils with an EHC plan (census code E). The SENCO maintains accurate records and reviews needs and provision through Assess, Plan, Do and Review. Code K reflects identified SEN and special educational provision, not whether an external agency is involved.

Pupil profiles are reviewed at least termly by class teachers with the pupil and parents/carers. Reviews normally take place around October, February and July, with earlier review where needs or provision change. My Support Plans and EHC plans are recorded separately where applicable.

Where assessment shows that special educational provision is no longer required, the SENCO and class teacher review the evidence with the pupil and parents/carers before ending SEN support. Progress continues to be monitored. Successful outcomes achieved through continuing special educational provision do not alone justify removal from the register. An EHC plan can only be ceased by the local authority through the statutory process.

Education, health and care (EHC) plan

An Education, Health and Care (EHC) plan is a legal document setting out assessed needs, outcomes and required provision. Following assessment, the local authority determines whether a plan is necessary under the statutory test. The local authority must secure the special educational provision specified in Section F. The school delivers and monitors the provision for which it is responsible, and promptly raises any unmet provision with the local authority; provision is not treated as optional because funding or staffing is difficult.

Provision is resourced through the school's delegated funding and, where allocated, local authority high-needs top-up funding. Funding arrangements do not replace statutory duties. The local authority must review EHC plans at least every 12 months, and earlier where appropriate. The school contributes to the local authority's review process, gathers pupil and parent views and sends review records within the required timescales. For children under five, reviews are considered at least every three to six months. Phase-transfer reviews and amendments follow statutory deadlines, including 15 February in the year of transfer from primary to secondary school.

On the census these pupils will be marked with the code E.

Where further support is needed

Some children will need support from outside agencies. Currently we work with a wide range of external services including:

- Educational Psychology Services (EP)
- Social, Emotional, Mental Health and Learning (SEMH & L - previously LAWSS)
- Complex Communication (previously CIASS) Speech and Language Therapy Service (SaLT) SENDsory Support Service
- Occupational Therapy Service (OT)
- Child and Adolescent Mental Health Service (CAMHS)
- CAP (Coventry Alternative Provision)
- GPs and paediatricians
- School nurses
- Social Services

You can find out more about local services that we use in our SEND Information Report which is found on our website.

Where in-house expertise is insufficient, the school considers external specialist advice promptly, in partnership with families. Support and reasonable adjustments continue while advice is awaited. Census status reflects the pupil's provision: K for SEN support without an EHC plan, and E where an EHC plan is maintained. Access to services and funding follows relevant arrangements and is not determined solely by this code.

Supporting Pupils and Families

Families can find additional help and guidance in Coventry's Local Offer. Please click here for details www.coventry.gov.uk/SENDlocaloffer

Coventry SEND Information, Advice and Support Service (SENDIASS) provides free, impartial and confidential advice for children, young people and their families. Telephone: 024 7669 4307. Email: IASS@coventry.gov.uk. Website: www.covsendiass.co.uk. Families can contact the service directly for help with SEND support, EHC processes, disagreements and appeal rights.

If a family needs additional support, this can be provided, following an assessment of need, through the EHA system. This is managed in school by our lead learning mentor Debbie Perkins.

Children are supported through times of transition through our learning mentor and SENCo. The learning mentor will coordinate internal transitions and the SENCo, alongside the class teachers and learning mentor, will coordinate transitions to other settings.

Monitoring and Evaluation of SEND

All SEND services and provision in the school are subject to rigorous monitoring through the gathering of parent, staff and pupil views and governors and SLT monitoring schedules. The progress of SEND children is regularly monitored through work scrutiny, data analysis and pupil progress meetings. The regular monitoring of interventions and provision promote an active process of continual review and improvement of provision for pupils.
The Inclusion Lead and SENCOs evaluate pupils' progress from their individual starting points and towards agreed outcomes, alongside attainment and progress compared with peers where meaningful. Monitoring also considers attendance, participation, wellbeing, independence and successful transitions. Leaders review the impact of provision, listen to pupil and family feedback, and report findings and priorities to the governing body. Data is interpreted in context, including the range of needs within the SEND group, and used to improve teaching and support.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This is either led by the Inclusion Lead/SENCos or by specialists and is organised by the SENCos or Senior Leadership Team.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCo regularly attends the SENCo network meetings to keep up to date with local and national updates in SEND.

The SENCo meets with all class teachers to assist them in meeting the needs of the children in their class.

Storing and Managing Information

SEND information is managed under the school's information management and data protection policies, the UK GDPR and the Data Protection Act 2018, as amended. Paper and electronic records are stored securely, access is limited to those who need the information, and records are retained and transferred under the school's retention and information-sharing procedures. Families are informed about relevant information sharing through the school's privacy notices and discussions, unless doing so would put a child at risk or prejudice safeguarding enquiries. Before sharing personal information, the school must identify and record an appropriate lawful basis and, for sensitive information such as health data, an additional condition for processing. Consent is obtained where it is the appropriate lawful basis or is required for a particular referral or service; it is not required for all SEND information sharing. Necessary safeguarding information must be shared with the appropriate agencies without delay; lack of consent must not prevent lawful sharing to protect a child. Staff follow the Child Protection and Safeguarding Policy and consult the DSL. Information shared must be relevant, necessary, proportionate and secure, and decisions to share or withhold information are recorded.

Reviewing the Policy

This policy has regard to the current SEND Code of Practice: 0 to 25 years (January 2015). It is reviewed annually by the Inclusion Lead, and sooner if legislation, guidance or school arrangements change, and shared with staff and governors.

Pupils with SEND and their parents/carers are invited to contribute to policy reviews through accessible feedback, discussions and review meetings. The Inclusion Lead considers their views when proposing changes, explains the resulting improvements and checks links with the SEND Information Report, Accessibility Plan, medical conditions, safeguarding, complaints and data protection policies. Published changes to legislation or statutory guidance are considered when they take effect; proposals for SEND reform are not treated as current legal requirements.

Accessibility

Under the Equality Act 2010, Schedule 10, the school must prepare, implement and keep under review a written accessibility plan to increase disabled pupils' participation in the curriculum, improve the physical environment and improve delivery of information in accessible formats. The school reviews progress regularly and updates the plan at least every three years, or sooner where needs or circumstances change. Disabled pupils and

their families are involved in identifying barriers and priorities through accessible consultation. Planning takes account of pupils' needs and views and is coordinated with the local authority where appropriate. The school must make reasonable adjustments, including auxiliary aids and services where reasonable, to support access to teaching, visits, clubs and wider school life. See the school's Accessibility Plan and Supporting Pupils with Medical Conditions Policy.

Concerns

If you have concerns about your child or the school's SEND provision, please speak to your child's class teacher in the first instance. The SENCO or Inclusion Lead can help if further discussion is needed. We will listen to your concerns and try to resolve them promptly and informally.

If concerns about school provision remain unresolved, parents/carers can make a formal complaint and follow the stages set out in the school's Complaints Policy, including how to escalate a complaint or raise a concern about the Headteacher. The policy is available on the school website or from the school office. Complaints will be handled fairly and will not affect the support provided to a child.

Local authority decisions about EHC needs assessments and EHC plans follow separate statutory processes. Parents/carers may have a right of appeal to the First-tier Tribunal (Special Educational Needs and Disability), for example against a refusal to assess, a refusal to issue a plan, or specified parts of an EHC plan. The local authority's decision letter explains appeal rights, deadlines and mediation arrangements. Families normally need to contact a mediation adviser before appealing, subject to statutory exceptions, but do not have to take part in mediation. Complaints about delays or failure to deliver provision specified in an EHC plan should be raised promptly with the local authority through its complaints procedure; these are not generally resolved by an appeal about the content of a plan. Coventry SENDIASS can help families understand the correct route, including mediation, Tribunal appeals and further complaint options. Details are provided in Supporting Pupils and Families above. Using the school's complaints procedure does not extend statutory appeal deadlines.

Links with other policies and documents

This policy links to the following documents

- SEND information report
- Positive Relationships and Behaviour policy
- Admissions Policy
- Attendance policy
- Child Protection and Safeguarding Policy
- Complaints policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Information Management and Data Protection Policies
- the school's SEMH graduated response.

Glossary

SEND – Special Educational Needs and/or Disabilities
EHCP – Education, Health and Care Plan
SENCO – Special Educational Needs Co-ordinator
HLTA – Higher Level Teaching Assistant
LA – Local Authority
SLT – Senior Leadership Team
EHA – Early Help Assessment

SEN – Special Educational Needs