Blessed Dominic Catholic Primary School

Special Educational Needs and Disability (SEND) Policy

Date of Policy – October 2026

Date of Review - October 2027

Mission Statement

Love one another, **Learn** together and **Believe** in God our Father

LOVE – LEARN- BELIEVE

At Blessed Dominic School we recognise that every pupil should be treated as an individual and is respected and valued regardless of any difficulties they may have. A child's special educational needs are related both to abilities and disabilities and to how he/she relates and interacts with the environment.

Ultimately this means eradicating barriers which inhibit the development of individual potential and choice. All pupils within our school share equal rights to a broad and balanced curriculum and to be treated with an equal degree of concern for their educational development irrespective of their gender, ethnicity, level of ability, religion, social circumstances or any physical disability.

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 the majority of children of the same age
- A disability or health condition which prevents or hinders children from learning.
- An emotional or behavioural difficulty that impedes the child's own learning, or that of other children.
- 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.

Every teacher is a teacher of every child including those with SEND. We work in close partnership with parents/carers who play an active and valued role in their child's education.

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SEND Curriculum Statement

Intent

At Blessed Dominic Catholic Primary School, we believe that all children are entitled to receive a high quality of education regardless of their needs or disabilities. We believe that it is vital that our children are equipped with the tools needed to live fulfilling lives and to be independent learners, both inside and outside of the classroom. All children and young people should expect to receive an education that enables them to achieve the best possible outcomes, and become confident, able to communicate their own views and be ready to make a successful entry into secondary school and then adulthood.

Through our first-quality teaching, planning and provision, the following principles underpin this policy:

- Needs are identified as early as possible and support is put into place.
- Children have access to a broad and balanced curriculum that is appropriately adapted to enable children to succeed.
- Focus on high-quality inclusive practice and removing barriers to learning.
- Provide an accessible learning environment which is tailored to the needs of all pupils
- Develop children's independence.
- Regularly monitor the progress of children with SEND.
- Involve pupils, parents and carers in decision-making.
- Work collaboratively with external agencies and other professionals to provide support.

Implementation

At Blessed Dominic Catholic Primary School, every teacher is a teacher of SEND. Our provision is enhanced by the collaboration of teachers, senior leaders, the SENDCo, support staff, external agencies, parents and most importantly the child.

Pupils with SEND will:

- Be included in all aspects of the school day.
- Be provided with first quality teaching, adapted to meet their needs.
- Be respected and acknowledged.

Pupils with SEND may:

- Have specific 1:1 or group support to support them accessing different areas of the curriculum.
- Have interventions outside of the classroom.
- Take part in social, emotional and mental health interventions such as Boxall Profiles.
- Receive additional support from a Speech and Language Therapist.
- Work alongside outside agencies such as the Educational Psychologist, Occupational Therapists, BICS, Speech & Language Team and the Inclusion Advisory Team.

Impact

As a result of the provision above, children at Blessed Dominic Catholic Primary School will:

- Feel safe, secure and cared for.
- Show confidence and resilience in the classroom.
- Demonstrate high levels of engagement in activities.
- Make progress from their starting points.

- Develop independence and skills to support them throughout life.
- Work collaboratively with their peers on a shared task.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Sept 2014) 3.65 and has been written with reference to the following guidance and documents:

- 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
- Teachers Standards 2012
- The National Curriculum in England Key Stage 1 and 2 2013
- Children and Families Act 2014
- SEND Code of Practice 0-25 2014
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- DfE 'Keeping children safe in education 2026'
- Safeguarding Policy
- Accessibility Plan
- Single Equalities policy

This policy was created by the school's Inclusion coordinator in liaison with the SLT, Governors, staff and parents of pupils with SEND.

Name of the Inclusion Lead:	**Miss Megan Smart**
	Assistant Headteacher and Inclusion Lead
Contact Details:	**Blessed Dominic Catholic Primary School**
	Great Strand, Colindale, London, NW9 5PE
Tel:	**020 8205 3790**
Email:	**office@blesseddominic.barnetmail.net**

1. Aims

The aims of our SEND policy are as follows:

- To identify pupils who have any special educational needs and to make appropriate provision for them.
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them and that targets set are appropriate and achievable based on identified need.
- To encourage and prepare all pupils to take up places in an integrated community where each feels valued as an individual with a contribution to make.
- To fulfil our duty of providing all pupils with access to a broad and balanced curriculum through adaptation and provision.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To plan an effective curriculum to meet the needs of children with SEND which is stimulating, focused and challenging
- To involve parents/ carers in the identification and review of the targets set for individual children and those targets identified in the child's School SEND Support Plan
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision of children with special educational needs

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as Inclusion Lead for the school.

The headteacher, Mrs Jennifer Hourihan, is responsible for ensuring the school 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 school 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 school 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 school 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 Inclusion Lead for the school.
- 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 school do not directly or indirectly discriminate against pupils with SEND.

The Inclusion Lead, Miss Megan Smart, 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.
- Contributing to and, where necessary, leading the continuing professional development of staff.
- 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 (Barnet) 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 school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps 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 Inclusion Lead 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 Inclusion Lead.
- 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.

3. Identifying SEND

At Blessed Dominic Catholic Primary School, we 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, we have a clear and graduated 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 school plans, manages and reviews SEND provision across the following four broad areas of need:

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

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

The quality of teaching for all pupils is regularly and carefully reviewed, including those children at risk of underachievement. This includes reviewing, and where necessary, improving, teacher's understanding of strategies to identify and support vulnerable pupils. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the Inclusion Lead. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Additional interventions and targeted support will be provided. Pupils will only be identified as SEND and placed on the register if they do not make adequate progress once they have had access to interventions and good high quality personalised teaching.

Following a review of the strategies and approaches it may be necessary to make provision which is additional to, or different from, that which is already provided. We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. We may reassess needs, if appropriate through diagnostic assessment. When we have all the available information, we will consider the findings with the parents/carers and the child, and plan the next strategies. This may involve engaging the child in an appropriate programme as part of our Provision Map and drawing up a Individual Support Plan.

Any provision made and subsequent progress will be discussed and reviewed regularly, with all concerned to ensure that it is having an impact on achievement. Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set, or is working at National Curriculum levels significantly below those of his/her peers we draw on more specialised assessments from external agencies and professionals provided by the LA.

We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. An Individual Support Plan will be written to reflect these new targets after consultation with these agencies, parents/carers, the child, the Inclusion Lead and the class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

A Special Educational Needs & Disability Individual Support Plan will detail:

- The child's diagnosis, if they have one,
- Exactly what support / interventions are in place,
- Professionals who are involved with the child's learning
- Data over a 1-year period to show progress over time.
- Clear long term, and related short term outcomes to be achieved within a given time frame.

All Individual Support Plans are reviewed at least termly and we acknowledge that they are only effective if they are living records that are regularly monitored and revised. Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers the need to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Education, Health and Care Plan.

Where a child has an Education, Health and Care Plan (EHCP – formerly a Statement) we will carry out an annual review which parents/carers, child (where appropriate), outside agencies, Inclusion Lead and other staff, as appropriate, will be invited to attend. A six-month review will be held for children under the age of 5 years old and an annual review will be held for children over the age of 5 years old.

External Agencies

Close links are maintained with the Barnet support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the Inclusion coordinator will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies may include the Educational Psychologist services, Barnet Early Autism Model Team (BEAM), Inclusion Advisory Teacher services (IAT), Physical and Sensory Impairment – including Hearing & Visual Impairment services, Support Service team, Speech Therapist, Behaviour Support Team, Occupational Health (OT), Barnet Integrated Clinical Services (BICS), Health and Barnet personnel as well as the Multi-Agency Safeguarding Hub (MASH) where required. Any or all of these agencies may be involved in the provision and/or construction, delivery or review of targets set in children's SEND Support Plan in order to ensure children's attainment is raised.

4. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the 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 a DSL in collaboration with the Inclusion Lead.

School 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 school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND

5. SEND support

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

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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

- Discussions between the teacher and Inclusion Lead.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess**: establishing a clear assessment of the pupil's needs
- **Plan**: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do**: implementing the agreed interventions and support
- **Review**: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Initial concerns 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 school will uphold the review date. If the pupil has achieved the outcomes and the intervention has been successful, the pupil's name will be moved from the SEND register to the monitoring list. Where the pupil has not achieved the outcomes, the results of the intervention will feed back into the analysis of the pupil's needs and changes to the intervention or the outcomes will be discussed. The pupil 'assess, plan, do and review' cycle may continue. This will build a history and a better understanding of the pupil's difficulties.

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals. Where, despite the school having 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. The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

Supporting Parents and Families

Parents should refer to the Barnet Local Offer for information and support and to access links with other agencies. This is available on our website together with Admission Arrangements. Transition into the school, from class to class, across key stages, and onto secondary school is managed very carefully for all children, *especially* those with SEND, and parents are included in all arrangements regarding transition.

Close links are maintained with local schools and transition arrangements are in place to ensure continuity of learning when pupils change schools. Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes.

EAL

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

The school 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.

CRITERIA FOR EXITING SEND

If a child makes extended progress over a period of time and no longer needs the interventions or support that they are being given, after discussion with the Inclusion Lead, parents and adults involved with the child, this support will gradually be removed. Ongoing assessments will continue to take place to ensure that the expected or above expected progress continues to be made.

6. 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 for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a child with SEND gets the support they need.
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND.
- Provide information for parents on how it supports children with SEND.
- Inform parents when the school makes special educational provision for their child.
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

7. Admissions

Normal admission arrangements apply. The admissions policy is based on the agreed local authority policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access; the governors and school will make reasonable adjustments to ensure the child's needs are fully met.

If a child is transferring into the school with an EHC Plan, or has been receiving extra support from Barnet LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the Barnet LA to ensure that their needs can be met. The school may challenge a decision to name the school in an EHC plan if the school considers that such a placement would be unsuitable based on the child's age, ability, aptitude or SEND; or it would be incompatible with the efficient education of other children or the efficient use of resources. The school will consider whether any reasonable adjustments can be made to provide a placement.

Any variation to the above will need to be agreed by the full governing body.

8. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and secondary school.

Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

9. Involving pupils and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress. Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress.

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

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress. Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

10. Funding for SEND support

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

11. EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

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

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

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

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

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

12. Reviewing EHC plans

The school 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 school 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 school 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 school 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.

13. Managing complaints

If parents/carers have a complaint concerning provision for their child, they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the Inclusion Lead and/or Head teacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and/or Secretary of State.

14. Staff training and improving practice

In order to maintain and develop the quality of teaching and provision, and to respond to the strengths and needs of all pupils, staff are encouraged to undertake training and development. All SEND training needs of staff are identified and monitored by the Inclusion Lead.

The school's Inclusion Lead regularly attends the Barnet SENCO network meetings and conferences in order to keep up to date with local and national updates in SEND. The school is a member of NASEN.

Many of the resources used by children with SEND are available within the classroom and are updated in line with the needs of the children.

15. Use of data and record keeping

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

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.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

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

Confidentiality

The school 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.

16. Publishing information

The school will publish information on the school website 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 SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

17. Joint commissioning, planning and delivery

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

The school 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 school 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 school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

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

18. 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 school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible**: The school 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 school 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 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.
- **Up-to-date**: The school 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 school 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.

19. 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 October 2027.

The range of support made in the school each year in response to identified need is detailed in the Provision Map.

Headteacher:		**Date:**	
Chair of Governing Body:		**Date:**	