



**Special Educational Needs and Disability
(SEND) Policy
2025-2026**

Acorn Partnership

Long Lane Church of England Primary School



Marston Montgomery Primary School



Head of School – Mrs Bosley
SENCO – Miss Ross
Governor for SEND – Mrs Haymes

Definition of SEND

“A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.” *Code of Practice 2014*

Vision of DDAT

At DDAT we firmly believe that pupils get one chance at their education and that is why in DDAT the pupils come first. Every decision made has the child or young person at the forefront. We want our children and young people to be able to ‘*experience life in all its fullness*’ and although this phrase is rooted in a Christian narrative (taken from John 10:10), irrespective of a faith perspective, that is what all of us want for our pupils.

The vision of DDAT is that all pupils are fully included within the life of our schools. Our vision is ‘*to offer children and young people life in all its fullness*’ through - *Growing*: providing experiences rooted in faith, hope, and love; *Learning*: ensuring the highest academic standards; *Outward Facing*: valuing their contribution to the community and *Healthy*: providing safe spaces of welcome and belonging.

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Statement of intent

This policy outlines the framework for The Acorn Partnership to meet its duty and obligation to provide a high-quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The Acorn Partnership will work with the LA within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

1. Legal Framework

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

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

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

- 'SEND Code of Practice: 0 to 25 years' (2015)
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2017) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Keeping children safe in education'
- DfE (2022) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'School admissions code'

This policy operates in conjunction with the DDAT SEND Strategy and the following school policies:

- Admissions Policy
- Equal Opportunities Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy

2. Identifying SEND

The Acorn Partnership has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly reduced than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.
- Children that have a confirmed diagnosis which is a barrier to learning.
However, we recognise that not all children with a diagnosis will need the support of the SEND process.
- Children that need the support of outside agencies to support their behaviour and mental health.
- Parents have concerns about.

3. SEND and Safeguarding

The Acorn Partnership we understand that some children with SEND may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care

In addition, points to remember may concern:

- Behaviour: subtle changes may be attributed to their condition so are overlooked.
- Physical disability: bruising can be common but never be complacent "does this look slightly different?"
- Wrongly attributing signs of abuse e.g. withdrawn, reluctant to form relationships, repetitive behaviours, behaviour that challenges to their condition or disability.
- Diagnosis is usually the first thing that we look at, sometimes called "diagnostic overshadowing"
- To keep children safe, we must therefore have professional curiosity, we can't assume it's because of their special needs, we must delve deeper.
- We need good communication with parents and be able to challenge their responses – gain feedback on what may have caused the injury or change in behaviour (often before speaking to the child), gauge response from there (be aware of disguised compliance).
- All adults need to understand that just because it could be due to their special need it could also be a sign of abuse and need to be open to this.
- Other professionals also need to be made aware of this and push and challenge as necessary.

4. Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. The school has arrangements in place to support EYFS pupils with SEND in line with the rest of the school.

The Acorn Partnership ensures all staff who work with young children are alert to emerging difficulties and respond early. Parents know their children best and it is important that all practitioners listen and understand when parents express concern about their child's development.

The Acorn Partnership also listens to and addresses any concerns raised by children and parents themselves.

At the Acorn Partnership, we:

- Use our best endeavours to make sure that pupils with SEND get the support they need.
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision (the SENCO – Miss Samantha Ross)
- Inform parents when we are making special educational provision for their child and involve them in the process and implementation.
- Prepare a report on:
 - The implementation of our SEND Policy.
 - Our arrangements for the admission of children with disabilities.
 - The steps being taken to prevent children with disabilities from being treated less favourably than others.
 - The facilities provided to enable access to the school for children with disabilities.
 - Our Accessibility Plan, showing how we plan to improve access over time.

5. Definition

For this policy, a pupil is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than most others of the same age.
- A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for. The Acorn Partnership reviews how well equipped we are to provide support across these areas:

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child 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 of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a reduced pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotion and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils.

Sensory or physical needs

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN. These conditions can be age-related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

6. Children with Specific Circumstances

Looked after children: Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. The school recognises that children that have some forms of SEN are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The Acorn Partnership has a designated member of staff for looked after children (LAC), supported by the SENCO and Designated Safeguarding Leads.

English as an Additional Language (EAL): The school gives particular care to the identification and assessment of the SEN of children whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school makes full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

The Acorn Partnership appreciates that a lack of language acquisition in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. The school looks 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 the language that is used there or arise from SEN.

7. Aims

The Acorn Partnership plans to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- Ensure all teachers are teachers of SEND.
- Provide support, training, and guidance for all staff, including the SENCO, so that they can develop their expertise and knowledge.
- Ensure that the curriculum is inclusive, and adaptations are made where necessary so that pupils can fully understand and access the curriculum offer. Expectations will remain high so that all pupils will be able to achieve the best that they can.
- Work in close partnership with the who can support the individuals and their families, including educational psychologists, speech and language therapists, paediatricians and the Inclusion Advisory Support Service.
- Ensure that our teaching staff know how to fully include pupils within their classrooms and understand how the learning environment can support and enhance the learning offer.
- Champion the rights of all our young people with SEND so that they know they are listened to, respected, and supported to achieve the best that they can.
- Ensure that every member of staff understands that they are a teacher of pupils with SEND in every interaction that is had.
- Constantly strive to seek solutions to problems for pupils with SEND and not give up on the individual.
- Strive to respond to feedback from all stakeholders to continually improve the offer that we provide in our school.
- Constantly support our pupils at all stages of transition.

8. Admissions

The school will ensure it meets its duties under the School Admissions Code by:

- Not refusing admission for a child that has named the school in their education, health and care (EHC) plan unless the school has good reason not to be able to meet the needs of the child and their outcomes. This would be considered in the school's response.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the School Admissions Code for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the **Admissions Policy** and will be published on the school website.

9. Roles and Responsibilities

The governing body has a responsibility to:

- Identify, assess and make provision for all children and young people with SEND, whether they have an EHC plan or not.
- Endeavour to secure the special educational provision called for to support pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENCO) and have responsibility for coordinating provision for pupils with SEND. Miss Samantha Ross.
- Appoint a designated teacher for looked after children, where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare and publish the accessibility plan showing how the school intends to progressively improve access over time.
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Oversee the SEN information report and policy and publish it on the website.

The Head of School has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support.
- Appoint a designated teacher for looked after children, who will work closely with the SENCO to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.

- Keep parents/carers and relevant teachers up to date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND within the school and in comparison, with national data.

The SENCO has a responsibility to:

- Be a qualified teacher - Miss Samantha Ross
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment. The National Award must be a postgraduate course accredited by a recognised higher education provider - Achieved June 2013
- Collaborate with the governing body and Head of School, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Head of School to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up to date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND within the school and in comparison, with national data.
- Support the class/subject teacher in the further assessment of a pupil's particular strengths and weaknesses and advise on effective implementation of support.

Class/subject teachers have a responsibility to:

- Plan, do and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- To provide Quality First Teaching to all children as part of Wave 1 of the Graduated Response.

- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the outside agencies up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include, but are not limited to:
 - **Inclusion Advisory Support Service**
 - **Educational Psychologist**
 - **Speech and Language**
 - **Social Services**
 - **CAMHs**

From September 2024

10. Involving Pupils and Parents/Carers in Decision-Making

At DDAT the preferred method of reviews is co-production, supported by the Local Authority. Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the Head of School and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon. Pupils will be invited to give their views and opinions, if able to.

Parents/carers will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the pupil involved.

The planning that The Acorn Partnership implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not their SEND label.
- Be easy for children, young people and their parents/carers to understand and use 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 future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCO, will meet with pupils, and parents/carers of pupils receiving SEND support up to three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

11. Funding

The Acorn Partnership will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

SENCO in collaboration with class teachers will secure funding from the Inclusion Panel.

12. Local Offer

In the developing and reviewing the Local Offer the school will adopt the following approach:

Collaborative: The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school must also co-operate with those providing services.

Accessible: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and well publicised.

Comprehensive: Parents and pupils will know 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 Local Offer will include eligibility criteria for services, where relevant, and make 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: When parents and pupils access the Local Offer it is important that the information is up to date.

13. Graduated Approach

Once a potential SEND has been identified, the school will employ the graduated approach to meeting the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Use school support documents for specific needs and strategies to support them in the classroom.
- Within the IEP, agree with parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Provide Quality First provision within the classroom environment.
- Implementing any interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.
- Make any necessary applications for funding and outside agency support.
- Support parents in the application for EHCP if applicable.

14. Assessment

The school will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan will start with the desired outcomes and the views of the parents/carers and pupil.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including 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.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insight of the pupil and their parents/carers.
- Set pupils stretching targets.
- Track their progress towards these goals.
- Review additional or different provision made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the SEND Code of Practice broad areas of need:

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

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists or applying for funding.

15. Education Health Care (EHC) Plans

The school will fully cooperate with the LA when research about the pupil is being conducted.

The school will provide the LA with any information or evidence needed. All EHCP work will now be done through the IDOX computer system (September 2024).

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

If the school decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision. The school will support parents that request an EHCP and co-production will be at the heart of it.

The school will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process, unless the school has good reason not to be able to meet the needs of the child and their outcomes. This would be considered in the school's response.

The school 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.

All reasonable provisions will be taken by the school to provide a high standard of education.

Relevant staff members will keep up to date with any necessary training.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.

The school will ensure that each pupil's EHC plan includes the statutory sections outlined in the SEND Code of Practice, 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 body or Head of School will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made. The school will ensure that any EHC plan information is kept confidential and, on a need to know basis.

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

The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.

The school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

The school 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.

16. Reviewing an EHC Plan

The Acorn Partnership will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested. This will now take place using the IDOX computer system.
- 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 parents/carers always involved.
- Ensure that sufficient arrangements are put 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 to create the greatest confidence amongst pupils and their family.

- 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.
- 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 parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.

17. Transferring between Different Phases of Education

An EHC plan must be reviewed and amended in sufficient time prior to pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The review and any amendments must be completed by the summer term in Year 5 at the latest for transfers into or between schools. The key transfers are the following:

- Early years provider to school
- Primary school to secondary school

The school will ensure there is a thorough transition procedure in place for all children with SEND transferring to secondary school, including meeting with professionals, transferring records and informing parents.

18. SEND Tribunal

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

In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC Plan is in place.

- Where necessary, the Head of School will make the relevant parties aware of the disagreement resolution service.
- Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND Early Years 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 SEND Code of Practice.

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

If disagreements are not resolved at a local level, the case will be referred to the EFA.

The school will fully cooperate with the LA by providing any evidence or information that is relevant.

All staff involved in the care of the pupil will cooperate with parents/carers to provide the pupil with the highest standard of support and education.

19. Supporting Successful Preparation for Adulthood

The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g., moving on to secondary school.

The school will engage with secondary schools, to help plan for any transitions.

The school will transfer all relevant information about pupils to any educational institution that they are transferring to.

If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.

If it is in the best interest of the pupils, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

20. Data and Record Keeping

The school will:

- 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.
- Show all the provision the school makes which is different or additional to that offered through the school curriculum on a provision map.
- Ensure funding records are kept up to date and reviewed before the end due date.

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

21. Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents/carers, except for disclosure:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for the purpose of 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 higher education.
- To the Head of School (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

22. Resolving Disagreements

The Acorn Partnership is committed to resolving disagreements between pupils and the school. In carrying out of duties we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Complaints Policy which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

23. Publishing Information

The school will publish information on our website about the implementation of the SEND Policy.

The governing body will publish details of the SEN Information Report on the website.

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

24. Monitoring and Review

The policy is reviewed on an annual basis by the SENCO and Head of School in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff.

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

Review by September 2026

Samantha Ross - SENCO