

Special Educational Needs and Disability

Hawthorn Primary School



Approved by:

Date:

Last reviewed on: November 2021

Next review due by: November 2022

Statement of Intent

At Hawthorn Primary School, we value all pupils, celebrate diversity and take into account their varied life experiences and particular needs. Staff are committed to developing pupils' strengths, address their needs and make school an enjoyable and happy time. We are committed to providing an education that enables all children to make progress so that they achieve their best, become confident individuals living fulfilling lives in a caring and co-operative atmosphere, where each everyone feels respected and valued. We aim to develop children's social skills, optimize their emotional wellbeing, link well with parents, carers and secondary schools, and carefully plan transitions so that children are prepared for the next stage in their education.

All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. We believe that all pupils can achieve their potential personally, emotionally, socially and academically with the right support and nurturing environment.

This policy outlines the framework for Hawthorn Primary School to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, we aim to:

- Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- High-quality provision to meet the needs of pupils with SEND;
- To regularly monitor the progress of children with Special Educational Needs through review meetings, lesson observations and data analysis;
- The identification of pupils' needs;
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity;
- Collaboration between education, health and social care services to provide support;
- To identify children with Special Educational Needs as early as possible and plan a programme of support and intervention to address their needs;
- To evaluate the impact of staff training and provision/intervention programme;
- To ensure we are fully informed with the most up to date information and procedures to support pupils with special educational needs;
- To give regular feedback to children and their parents/carers and involve them in the SEND process;
- The involvement of pupils and their parents/carers in decision-making;
- Foster good relationships between pupils with SEND and pupils without SEND;
- To make good links with other mainstream and special needs primary schools, our feeder nurseries and local comprehensive schools.

1. Legal Framework

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

- Children and Families Act 2014
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Health and Social Care Act 2012
- Keeping Children Safe in Education 2021
- Local Government Act 1974
- Mental Capacity Act 2005
- Special educational needs and disability code of practice: 0 to 25 years, January 2015
- Supporting Pupils at School with Medical Conditions 2017
- The Equality Act 2010 (Disability) Regulations 2010
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)

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

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

2. Identifying SEND

Hawthorn follows the graduated approach of assess, plan, do and review which is embedded in whole-school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils. We have a clear approach for identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils. 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.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline;
- Progress does not match or better the pupil's previous rate of progress;
- Progress fails to close the attainment gap within the class;
- The attainment gap is widened by the plateauing of progress.

3. Definitions

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

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

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

Staff at Hawthorn Primary School review how well equipped we are to provide support across the following areas:

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

Hawthorn Primary School recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCo will ensure that their support needs are being met.

4. Objectives

Hawthorn Primary School will meet the core aims of this policy by achieving the following strategic objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND.
- To ensure equality of provision for young people with special educational needs and disabilities (SEND).
- To provide full access for all pupils to a broad, balanced and relevant curriculum.
- To ensure the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes.
- To ensure parents/carers are fully engaged in decision making.
- To consider the views, wishes and feelings of pupils.
- To provide advice and support for all staff working with pupils with SEN.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN.

5. Roles and Responsibilities

The Special Educational Needs Coordinator (SENCo) is responsible for:

- Overseeing the day-to-day operation of the policy.
- Coordinating provision for pupils with SEN.
- Liaising with the Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Liaising with parents/carers of pupils with SEN.
- Liaising with Early Years providers, other schools, Educational Psychologists, Health and Social Care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up-to-date.
- Complete relevant documentation required for additional funding for pupils at SEN Support, Top-Up Funding and High Needs Funding.
- The Head Teacher is the 'Designated Person' for SEN provision.
- The governor responsible for SEN is: Mr Jeff Lough.
- The SENCo is Mrs Sara Mulvey, for further information please contact on: sara.mulvey@hawthorn.newcastle.sch.uk or 0191 2734237.

6. Early Years Pupils with SEND

Hawthorn Primary School will ensure all staff who work with pupils in EYFS are alert to emerging difficulties and respond early. We will also ensure staff listen and understand when parent/carers express concerns about their child's development. We will listen to any concerns raised by pupils themselves.

At Hawthorn Primary School, we will ensure that:

- Pupils with SEND get the support that they need;
- Pupils with SEND engage in the activities that the school offers alongside pupils who do not have SEND;
- The SENCo is responsible for coordinating SEND provision;
- Parent/carers are informed when the school makes special educational provision for their child;
 - A report is prepared and sent to parents/carers that includes the following:
 - The implementation of our SEND Policy
 - Our arrangements for the admission of pupils with SEND
 - The steps being taken to prevent pupils with SEND from being treated less favourably than others
 - The facilities provided to enable access to the school for pupils with SEND
 - Our Accessibility Plan, showing how we plan to improve access over time

7. Pupils with Specific Circumstances

Looked after children (LAC)

Pupils at Hawthorn Primary 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 pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The school has a designated member of staff for coordinating the support for LAC.

Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a pupil being both looked after and having SEND are fully understood by relevant school staff.

EAL

Hawthorn Primary School give particular care to the identification and assessment of the SEND of pupils whose first language is not English. We will consider the pupil within the context of their home, culture and community.

Where there is uncertainty about an individual pupil, we will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

At Hawthorn, we appreciate 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.

We aim to 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.

Specialised Provision

Hawthorn Primary School has an Additionally Resourced Provision (ARP) for pupils with social, emotional and mental health needs (SEMH). This is a small group provision with a higher than average adult-to-pupil ratio. Placements are allocated via the Local Authority.

Medical Conditions

Hawthorn Primary School will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has a SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan. Please see our 'Supporting Children with Medical Conditions' policy for further details.

8. Admission Arrangements

Hawthorn Primary School has adopted the criteria set out in the Local Authority's admission policy. We will ensure we meet the duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a pupil thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the pupil is first to be assessed for SEND;
- Not refusing admission for a pupil that has named the school in their EHC plan;
- Considering applications from parent/carers of pupils who have SEND but do not have an EHC plan;
- Not refusing admission for pupils who have SEND but do not have an EHC plan because we do not feel able to cater for those needs;
- Not refusing admission for a pupils who does not have an EHC plan;
- Not discriminating against or disadvantaging applicants with SEND;
- Ensuring policies relating to school uniform and trips do not discourage parent/carers of pupils with SEND from applying for a place;
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of pupils without an EHC plan;
- Ensuring school's oversubscription arrangements will not disadvantage pupils with SEND;
- Ensuring that tests for selection are accessible to pupils with SEND, with reasonable adjustments made where necessary.

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

9. Partnership with Pupils and Parents/Carers

Hawthorn Primary School values the important role that parents/carers play in their pupils' education. The Headteacher and SENCo will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parent/carers will always be formally notified when school provides their child with SEND support. Decisions on whether school will commission added provisions will be discussed thoroughly with the LA, parent/carers and, when appropriate, the pupil involved. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that the school implements will help parents/carers 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/carers 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 parent/carers;
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENCo (where appropriate), will meet with pupils and their parent/carers three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities. Sufficient notice is given for meetings to enable parents/carers time to prepare.

Interpreters can be arranged for those who require translation during meetings.

Our Family Support Coordinator is proactive in supporting parents/carers in a variety of ways including home visits, liaising with agencies, organising activities and facilitating and delivering training. The Early Help Plan is used to coordinate support for pupils and their families who have a range of needs.

Pupil Participation

The views of all pupils are valued and each pupil is treated as an individual. Pupils with SEN are supported to be fully involved in decision-making and to be able to express any concerns. Pupil voice is gathered as part of the school monitoring plan and pupil views are recorded during SEN review meetings, which occur on a termly basis.

10. Joint Commissioning, Planning and Delivery

Hawthorn Primary School is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes. We work closely with local education, health and social care services to ensure pupils get the right support.

We 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 pupils and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Hawthorn Primary 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 pupils and young people at the national level;
- Numbers of local pupils 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;
- School's Data Protection Policy will be adhered to at all times.

Hawthorn Primary 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.

11. Funding

Hawthorn Primary School 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. Where a pupils' need exceeds the nationally prescribed threshold, additional funding will be applied for from the local authority.

12. Local Offer

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, parent/carers and pupils in developing and reviewing the Local Offer. School will also cooperate with those providing services.
- **Accessible:** 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 parent/carers' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- **Comprehensive:** School will help to ensure that parent/carers 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. We 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:** School will work with the LA to review the Local Offer to ensure that, when parent/carers and pupils access the Local Offer, the information is up-to-date.

Hawthorn Primary 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.

13. Graduated Approach

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

- Establishing a clear assessment of the pupil's needs;
- Planning, with the pupil's parent/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;
- Implementing the interventions, with the support of the SENCo;
- Reviewing the effectiveness of the interventions and making any necessary revisions.

Access to the Curriculum

The broad and balanced curriculum is differentiated to enable all pupils to access the learning. Teachers have high expectations for all pupils. In planning and teaching, teachers provide suitable learning objectives, meet a diverse range of learning needs and promote inclusivity by removing barriers to learning. Pupils with SEN who are not allocated a full-time placement within our ARP (additionally resourced provision) are taught with their peers in mainstream classes. Pupils who access an ARP placement access mainstream classes, where appropriate when reintegration is considered. In order to maximise learning, some pupils are withdrawn, individually and in small groups to take part in time-limited, individualised interventions, planned to meet particular needs. Teachers are responsible and accountable for the progress and development of the pupils. Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities.

SEN Support – a four-part cycle

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified, an initial concerns checklist is completed and discussed with Parents/Carers and the SENCo.

Assess

The class teacher, working with the SENCo, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents/carers will be asked to contribute to the assessment through discussions and review meetings.

Plan

Working together with parents/carers, we will make the appropriate adjustments to the curriculum/physical environment, support with interventions, and provide pastoral support as necessary. School will create an IEP or include the appropriate support within a year group provision map, to reflect the agreed provision. Review dates will be agreed with staff, parents/carers and where appropriate the pupil and outside agencies. The SENCo will support this process.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be formally reviewed on an agreed date. Reviews will be held with parents/carers at least three times per year. The class teacher, working with the SENCo, will revise the support in light of progress. If a pupil does not make expected progress over a sustained period of time, school will consider involving specialists. School liaises with a range of services including – Educational Psychology Service, School Health, School Improvement Service (SIS) SEN support, SEN Teaching and Support Service (SENTASS) and, when appropriate, Social Services and Looked After Children Team.

Further details on provision for pupils with SEN can be found in the SEN Information Document.

14. Assessment

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

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

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

We 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, school will:

- Base decisions on the insights of the pupil and their parent/carers;
- Set pupils challenging targets;
- Track pupils' progress towards these goals;
- Review additional or different provisions 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 'Special educational needs and disability code of practice: 0 to 25 years' 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, school will consult with parent/carers before involving specialists.

15. Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCo, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance. Newly qualified teachers are offered support and in school training by the SENCo. There is also support for staff within our School Trust (WEST).

Mental health will be a key consideration for all training that the SENCO participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils;
- Liaising with school's SENCo;
- Implementing support measures;
- Monitoring the success of those support measures;
- De-escalation techniques;
- Positive handling techniques, where appropriate;
- How to develop peaceful learning environments;
- How to develop lessons so they are engaging for pupils with varying forms of SEND;
- Reasonable adjustments;
- How to help with emotional development.

16. Promoting Mental Health and Wellbeing

Hawthorn Primary School will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a pupil requires such services. Where appropriate, school will support parents/carers in the management and development of their child.

Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. School will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour;

- Additional educational support for the pupil;
- One-to-one therapeutic work with the pupil, delivered by mental health specialists;
- Providing professional mental health recommendations, e.g. regarding medication;
- Family support and/or therapy, upon the recommendation of mental health professionals.

Hawthorn Primary School will consider whether disruptive behaviour is a manifestation of SEMH needs. School will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

17. EHC Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents/carers will consider requesting an Education, Health and Care assessment. School will provide the Local Authority with evidence of the action taken as part of SEN support. All relevant teachers will be involved in contributing information to the LA.

Where the LA provides a pupil with an EHC plan, the school will involve the parent/carers 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.

The school will meet its duty to provide views on a draft EHC plan within 15 days. 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 parent/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. 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. 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 short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The school will 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. 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 disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan. The school will take steps to ensure that pupils and parent/carers are actively supported in developing and reviewing EHC plans.

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

The school will ensure that parent/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.

18. Reviewing the EHC Plan

The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parent/carers involved at all times.
- 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 in order to create the greatest confidence amongst pupils and their parent/carers.
- 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 parent/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 parent/carers and pupil that they have the right to appeal the decisions made in regard to the EHC plan.

19. Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment and 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, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

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 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 Positive Handling Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

20. Transferring Between Different Phases of Education

Transition is carefully planned and suited to the individual needs of pupils at Hawthorn Primary School. In order to ensure successful transition to Secondary School, the pupils and parents/carers will be fully involved in planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school/setting through the review process. Where appropriate, we involve Educational Psychology Service to support transition groups in order to make the move as easy as possible. For those pupils who may transfer part way through the year to another school/locality, relevant information is shared, documents are transferred and conversations may take place with SENCO where necessary.

EHC plans 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 phase.

The review and amendments will be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

The key transfers are as follows:

- Early years provider to school
- Infant school to junior school
- Primary school to middle school
- Primary school to secondary school
- Middle school to secondary school

21. 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 Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent/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 headteacher will make the relevant parties aware of the disagreement resolution service.
- [EYFS] Parent/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 'Special educational needs and disability code of practice: 0 to 25 years'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school. If disagreements are not resolved at a local level, the case will be referred to the DfE. 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 parent/carers to provide the pupil with the highest standard of support and education.

22. 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 higher education.

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

The school will transfer all relevant information about pupils to any educational setting 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 pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE, FE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

23. Data and Record Keeping

The school's records 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 provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

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

The SEND 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 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

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

24. Confidentiality

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

- To a SEND tribunal when parent/carers 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 pupils.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.

- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

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

25. Resolving Disagreements

Initially an attempt will be made to resolve the complaint about SEN provision at school level. Initially, the class teacher will attempt to resolve the matter (where appropriate), then if required the SENCo and/or Head Teacher or Senior Leadership Team will become involved.

The school is committed to resolving disagreements between pupils and the school. In carrying out of duties, Hawthorn Primary School:

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

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary, the Local Authority will become involved. School will inform parents/carers of the Local Authority's commissioned independent disagreement resolution service.

Our Complaints Procedures Policy is published on the school website; additionally, the school will publish details regarding how complaints from parent/carers of pupils with SEND will be handled.

26. Publishing Information

The school will publish information on the school website about the implementation of this policy. The governing board will publish details of the SEND information report on the school 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.

Parents/Carers' SEN Information Document

This document, and the Annual SEN Report, can be found on the school website. These outline the provision normally available for pupils with SEN as well as provision within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

27. Monitoring and Review

The policy is reviewed on an annual basis by the SENCo in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parent/carers 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.

See other related policies

- Admissions
- Accessibility Plan
- Annual SEN Report
- Anti-bullying Policy
- Attendance

- Behavioural Policy
- Complaints
- Looked After Children
- SEN Information Report
- Supporting Children with Medical Conditions
- Safeguarding
- Teaching and Learning