

Park Hill Primary School

Special Educational Needs and Disabilities (SEND) Policy



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Written By	Mrs C Watson
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Policy Version Control

Date of Change	Details of Change
19.01.24	<ul style="list-style-type: none">• Updated SEND Governor name change.• Updated SENDCo name.• Updated SENDCo duties and availability.• Updated approach to Early Identification of SEND.• Inclusion Support service updates names.
20.03.25	<ul style="list-style-type: none">• Page 7- changes to SENDCo responsibilities.• Page 8- addition of liaison with mental health lead and addition of CPD responsibility with support staff.• Page 11- change of terminology from 'provision map' to learning and SEMH plans.• Page 12- change to enhanced SLT named professional and OT professional.• Page 14- clarified Admissions Code.• Page 19- addition of DDSLs on safeguarding section.

Contents

Statement of Intent.....	4
Legal Framework	4
Key Personnel in Relation to this Policy	5
Governing Board.....	6
The Head Teacher	7
The Special Educational Needs and Disabilities Coordinator	8
School Staff	9
Definitions	9
Communication and Interaction.....	10
Cognition and Learning	10
Social, Emotional and Mental Health (SEMH) Needs.....	10
Sensory or Physical Needs	10
Identification and Assessment of pupils with SEND	11
Early Years SEND	12
Children with Specific Circumstances	12
Parents and Carers.....	13
Special Facilities	14
Allocation of Resources	14
Local Offer	14
Education Health Care Plans	15
Reviewing the EHCP.....	16
Promoting Mental Health and Wellbeing	17
Safeguarding	18
Transferring between Different Phases of Education	18
SEND Tribunal.....	19
Confidentiality	20

Resolving Disagreements	20
Publishing Information.....	20
Conclusion	21

Statement of Intent

Park Hill Primary School values all pupils and celebrates diversity of experience, interest and achievement. We believe all teachers are teachers of special educational needs and disabilities and our staff do their utmost to meet the needs of all the children in their class through their classroom organisation, teaching methods, styles and reasonable adjustments. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and 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 those pupils.

Our school's main principle is one of inclusion. We want to identify and overcome possible barriers to learning.

Through successful implementation of this policy, Park Hill aims to:

- Value all the pupils in our school equally.
- Ensure every child has their needs identified and addressed with dignity.
- Promote equal opportunities for all pupils to access a broad, balanced curriculum differentiated to individual abilities.
- Involve parents in all work undertaken with the learner, as this will make the provision more effective.
- Collaborate with the LA and other outside agencies including but not limited to inclusion support services and health and social care services to provide support and higher-quality provision to meet the needs of pupils with SEND.
- Seek the views of the child and to take them into account.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Eliminate discrimination.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

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

- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- 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
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- 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 (2023) 'Keeping children safe in education 2023'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy
- Data Protection Policy
- Records Management Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Behaviour Policy
- Positive Handling Policy
- Complaints Procedures Policy
- Accessibility Plan

Key Personnel in Relation to this Policy

Name	Role(s)
Mrs L. Lohan	Chair of Governors
Esther Gladwish	SEN Governor
Mrs C. Logan	Head Teacher

	Designated Safeguarding Lead
Mrs C. Watson	Special Educational Needs and Disabilities Coordinator (SENDCo)
Mrs A. Boardman Mrs N. Glover	Deputy Designated Safeguarding Lead

Roles and Responsibilities

Governing Board

The school governors have specific responsibility to:

- Communicating with pupils with SEND and their parents when reviewing policies that affect them.
- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHCP.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENDCo and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy: Pupils.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's Accessibility Plan on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHCP.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.

- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

In doing so the governors will adhere to the SEND Code of Practice (2015) and the Disability Rights Code of Practice for schools (2014)

The Head Teacher

The head teacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHCP reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the governing board in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- 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.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHCPs.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's Pupil Confidentiality Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.

The Special Educational Needs and Disabilities Coordinator

Our SENDCo is non-class based. She fulfils her SEN duties alongside providing additional intervention for pupils with SEN.

The responsibilities include:

- Working with the relevant professionals and the Head Teacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Co-ordinating provision for pupils with special educational needs and disabilities
- Liaising with and advising fellow teachers
- Liaising with parents of children with special educational needs and disabilities
- Liaising with secondary school SENDCos, Inclusion Support, school nurse, speech and language therapists and other health services
- Advising on a graduated approach to providing SEND support.
- Maintaining assessment records of all children with SEND and forwarding this data to other schools should a child leave Park Hill
- Obtaining funding for children who require additional support beyond the notional budget
- Arranging and managing CAMs and annual reviews for children who require an EHCP or Early Years Intervention Grant
- Liaising with the relevant, designated teachers where LAC have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Liaising with mental health lead to ensure wellbeing of children with SEND is monitored and delivered effectively.
- Providing training to relevant class teachers and support staff.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

Regular meetings are held by the local cluster group and Inclusion Support, that allow the SENDCo to keep up to date with current initiatives nationally and locally and to seek out and share best practice.

The Designated Safeguarding Lead (DSL) & Deputy Designated Safeguarding Lead (DDSLs)

The DSL and DDSLs are vital in ensuring safety of families and children identified as having special educational needs and disabilities. Their responsibilities are:

- Liaising with the Head Teacher and SENDCo to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENDCO where appropriate regarding safeguarding concerns for a pupil with SEND.

- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the head teacher and relevant strategic leads, to take responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

School Staff

Our teachers and support staff are committed to providing quality teaching to all children in their class and want to ensure that every child's needs are met.

In order to do this our teachers:

- Plan and review support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the pupils themselves.
- Set high expectations for every pupil.
- Plan lessons to address potential areas of difficulty to minimise barriers to every pupil achieving.
- Are accountable for the progress and development of the pupils in their class.
- Are aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understand and implement strategies to identify and support vulnerable pupils with the support of the SENCO.
- Phase Leaders are responsible for the transition of children with SEND between phases of school, with support from the SENDCo if needed.

Support staff are also paramount in a child's educational journey especially those with SEND. They also liaise with class teachers and SENDCo to ensure the correct support is being delivered.

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.

The school reviews how well equipped we are to provide support across the following areas:

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

Communication and Interaction

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

We recognise that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil 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.

The SENDCo will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and Learning

Pupils with learning difficulties may require further support.

We understand that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable to the needs of the pupil.

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

Social, Emotional and Mental Health (SEMH) Needs

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and we will implement support where required.

Park Hill will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or Physical Needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some 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.

Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

We recognise, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning and the SENCO will ensure that their support needs are being met.

Identification and Assessment of pupils with SEND

Park Hill has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils. School provides provision through a wave system of support. All children receive wave 1 provision through day to day quality teaching. Children who fall slightly behind should receive wave 2 support through planned reasonable adjustments in a small group to provide short term support.

Children who do not make expected progress as a result of this work need wave 3 support and the class teacher will, at this point, draw up a learning or SEMH plan with SMART targets for specific children. After consultation with parents, children will then be placed on the SEND Register.

Although alarming for some parents, many children will hopefully only be on the register for a short time whilst an intervention is put in place and delivered and then when a child 'catches up' they will be removed from the register and taught within general classroom reasonable adjustments.

At this stage on the register, the learner will receive support that is either extra to or different from the support that the school usually gives through reasonable adjustments. If there are concerns that a child is not making enough progress, the class teacher will discuss these concerns with the SENCO. Information collected will feed into discussion with parents and the writing and reviewing of learning or SEMH plans by class teachers.

The delivery of interventions recorded in the learning or SEMH plans continue to be the responsibility of the class teacher with overall monitoring by the SENCO. Learning and SEMH plans will be recorded termly and the outcomes will be recorded and discussed with the child and parents.

If the pupil does not make adequate progress receiving this level of support, we may seek further advice from other specialists. Pupils and parents will be kept fully informed of this process.

At this point, parents will be invited in to help to set targets for their child. Each child requiring this level of additional support will have a plan on provision map and an 'All About Me' profile. Children too are encouraged to take part in this meeting to discuss what they feel is going well, what they need additional support with and how best to give that support.

Each profile is highly individualised to meet the child's needs, whilst also celebrating their successes – all children succeed!

Plans and profiles will be reviewed termly and new targets set, if these have been achieved.

The range of support available at this stage of practice will be similar to that of the earlier interventions but will typically be more intensive, individualised and sustained. Advice from outside professionals will be incorporated into the plan and these professionals will be invited to contribute to the monitoring and reviewing of progress.

As a school we value the support that we receive from our Inclusion Support service:

Advisory teacher for Learning	Dawn Dovey
Advisory teacher for Social and Emotional and Mental Health	Richard Barker
Educational Psychologist	Zoe Capper
Complex communication advisory team	Clare Farrell
Hearing and visual impairment teacher	Lynette Stables
Occupational and physiotherapist	Not one named person
NHS speech and language therapist	Claire Thompson
Enhanced speech and language therapist	Rachel Eskriett
Specific Learning Difficulty advisory teacher	Not one named person
Early Years Inclusion Support	Not one named person

Early Years SEND

Park Hill ensures all staff who work with young children are alert to emerging difficulties and respond early. We will also ensure staff listen and understand when parents express concerns about their child's development. We will also listen to any concerns raised by children themselves.

Children with Specific Circumstances

Looked After Children (LAC)

Pupils at Park Hill who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

We recognise 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 EHCP.

Park Hill has a designated member of staff for coordinating the support for LAC.

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

English as an Additional Language (EAL)

Park Hill gives particular care to the identification and assessment of the SEND of pupils whose first language is not English and will at first, 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.

Park Hill appreciates 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 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.

Admissions and Inclusion

The school will ensure it meets its duties set under the DfE's 'School Admissions Code.'

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

Parents and Carers

At Park Hill we pride ourselves on our established ability to work in partnership with parents/carers as they hold the most information about their children. Parents of pupils with SEND are encouraged to share their knowledge of their child; the headteacher and SENDCo aim to give them the confidence that their views and contributions are valued and will be acted upon.

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 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 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.

- Support parents in own health and well-being by directing them to relevant services and professionals for example SENDIASS.

Children's Therapies (speech and language, occupational and physiotherapy)	0121 612 2010
Sandwell Inclusion Support	0845 352 7552
Sandwell Parent Partnership service (SENDIASS)	0121 552 0047
Inclusion Support Early Years	0845 352 8789
Sandwell Early Help	0121 569 7294
Child and Adolescent Mental Health Services (CAMHS)	0121 612 6620

Special Facilities

The school welcomes applications for admission from the parents/carers of pupils with mobility difficulties. Although the school does not have complete wheelchair access, school does however, make every effort to accommodate a child's needs. We have a disabled toilet added to our premises to aid this and we also have a shower/wet room located in the building to enable us to support children who might need this facility.

Allocation of Resources

The LA provides the school in its school budget with funding towards meeting pupils' SEND.

In addition, the school plans and provides for pupils with SEND from their main budget.

The school spend this money on:

- Learning support teachers and assistants
- Training for all teachers and learning support assistants so that they can meet pupils' needs more effectively (Performance management meetings with staff providing the targets for this training.)
- Special books and equipment
- Sensory resources
- Assessment materials

Allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe needs, the more support is provided.

Where it is deemed necessary, an Education, Health Care plan will be applied for and this will financially support a child's needs within school.

Local Offer

The school's Governing Board will collaborate with and support the Local Authority in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- Collaborative: Where appropriate, Park Hill will work with the Local Authority, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- Accessible: Park Hill will collaborate with the Local Authority during development and review to ensure that Sandwell'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 Local Authority 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: Park Hill will work with the Local Authority 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 Local Authority 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.

Education Health Care Plans

We will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school. Paperwork will be collected from all agencies involved with the child and family and an initial meeting (CAM) will be held to decide whether this is the agreed route for the child and family.

Consideration of whether SEND provision is required, and thus an EHCP, will start with the desired outcomes and the views of the parents 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 insights of the pupil and their parents.
- 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, the school will consult with parents before involving specialists.

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

Where the LA provides a pupil with an EHCP, 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.

The school will meet its duty to provide views on a draft EHCP within 15 days. If the decision is taken not to issue an EHCP, 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 EHCP, the parents 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 EHCP or EHC needs assessment process. The school will ensure that all those teaching or working with a pupil named in an EHCP 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.

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 ensure that any EHCP information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHCP 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 parents are actively supported in developing and reviewing EHCPs.

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 parents are consistently kept involved throughout the implementation of an EHCP.

Reviewing the EHCP

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 EHCP to the LA, keeping parents 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 EHCP in order to create the greatest confidence amongst pupils and their parents.
- 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 EHCP.
- Provide the LA and parents 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 in regard to the EHCP.

Promoting Mental Health and Wellbeing

The school will implement a Social, Emotional and Mental Health (SEMH) Policy. The 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, the school will support parents 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. The 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 one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An IHP. All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.

- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Safeguarding

The school recognises that evidence shows children 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 and DDSLs in collaboration with the SENDCo.

Transferring between Different Phases of Education

EHCPs 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

SEND Tribunal

All disagreements about an EHCP 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'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 EHCP is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- [EYFS] Parents 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 parents to provide the pupil with the highest standard of support and education.

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 6.79 and 6.83 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.

Confidentiality

The school will not disclose any EHCP without the consent of the pupil's parents, except for 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.

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

Resolving Disagreements

The school is committed to resolving disagreements between pupils and the school.

In carrying out of duties, the 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 EHCPs and tribunals.

The school's Complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

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.

Conclusion

This policy will be reviewed annually and the success of education of children with SEND will be assessed termly by the school's SENDCo.

All children at Park Hill should feel valued and we hope that they will "reach for the stars."