



# Special Educational Needs and Disabilities (SEND) Policy

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## Contents:

### Statement of intent

1. [Legal framework](#)
2. [Objectives](#)
3. [Roles and responsibilities](#)
4. [Identifying SEND](#)
5. [Safeguarding](#)
6. [SEND support](#)
7. [Admissions](#)
8. [Transition](#)
9. [Involving pupils and parents in decision-making](#)
10. [Funding for SEND support](#)
11. [EHC needs assessments and plans](#)
12. [Supporting successful preparation for adulthood](#)
13. [Managing complaints](#)
14. [Staff training and improving practice](#)
15. [Use of data and record keeping](#)
16. [Publishing information](#)
17. [Joint commissioning, planning and delivery](#)
18. [Local Offer](#)
19. [Monitoring and review](#)

### **Note on interpretation of TLT policies**

*All Together Learning Trust (TLT) policies are written and intended for use at individual school level.*

*This means that for employees whose role involves working directly for TLT (as part of the central team) references in the policies to the Principal, Headteacher or Head of school should be interpreted throughout as relating to the Chief Executive Officer (CEO) or Executive Leadership Team member of TLT. References to the Governing Body (or Chair of Governors) should similarly be interpreted as relating to the TLT Trustee's Board (or Chair of Trustees). This is in accordance with the line managers that are designated in TLT job descriptions and the TLT Scheme of Delegations.*

*(Please refer to any flowcharts in the appendices of policies for further clarification).*

## **Statement of intent**

Together Learning Trust believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. We have a shared commitment to creating magical learning experiences and a belief that every student can achieve great things.

This policy outlines the framework the trust will use in meeting its duties, obligations and principal equality values to support our schools to provide an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the trust aims to support schools to eliminate discrimination and promote equal opportunities.

The trust will work with the relevant LAs and schools, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

### **Definition of SEND (Special Educational Needs and Disabilities)**

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for her or him.

A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children and young people of the same age by mainstream schools and early years' settings.

### **Definition of Disability**

Many children and young people with SEND may also have a disability. A disability is described by the Equality Act 2010 as 'a physical or mental impairment, which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day

activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

The Equality Act requires early years' providers, schools, colleges, other educational settings and local authorities to:

- Not directly or indirectly discriminate against, harass or victimise disabled children and young people;
- Make reasonable adjustments, including the provision of extra aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged.

## 1. Legal framework

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

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

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 trust with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in trusts'
- DfE (2021) 'Trust Admissions Code'
- DfE (2023) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following trust policies:

- [Record Management Policy](#)
- [Data Protection Policy](#)
- [Safeguarding \(Child Protection policy and procedures\)](#)
- [Positive Behaviour Policy](#)
- [Complaints Procedure](#)

The following policies / information are held at school level and can be seen on each Academy's website

- Academy SEND Information Report
- Academy Equality Objectives (Academy specific)

- Admissions Policy
- Supporting Students with Medical Needs Policy
- Equality and Diversity Policy

## 2. Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, with the support of the trust, the schools will:

- Fulfil their statutory duties towards pupils with SEND in light of the SEND code of practice.
- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Promote disability equality and equality of opportunity, fulfilling their duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO and ensure that this member of staff is suitably qualified.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
  - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
  - A SEN information report about the implementation of the school's policy for pupils with SEND.
- Work with local authority central teams and professionals, to support them to fulfil any obligations under Part 3 of the Children and Families Act.

## 3. Roles and responsibilities

At MAT level:

The Board of Trustees will:

- Ensure that SEND provision is an integral part of the MAT development plan.
- Have regard for the requirements of the SEND Code of Practice 2014.
- Be fully informed about SEND issues, by the Executive Director Team, so that they can play a part in the academy's self-evaluation process.
- Ensure that appropriate staffing and funding arrangements are made and provide challenge and scrutiny at MAT level
- Ensure that the quality of SEND provision is regularly monitored.
- Identify a trustee to be the person responsible for SEND for this person to link with the Directors.

The School Improvement and Central Trust Team will:

- Provide quality assurance to ensure that provision is appropriate.
- Support school SENDCos to monitor and evaluate the quality of provision for pupils with SEND.
- Develop resources to support schools.
- Bespoke support for schools (particularly sponsored academies) to ensure targeted improvement plans are in place and delivered.
- Develop and facilitate SEND in-service training and Continuing Professional Development for staff at all levels
- Identifying best practice including evidence based programmes that support SEND.
- Develop a MAT strategic overview of SEND.
- Support SENDCos in implementing local and national changes.
- Provide support to ensure effective transition and support between settings and educational stages
- Promote an inclusive ethos and model that every teacher is a teacher of SEND within our schools.
- Provide support to gather and analyse data to inform judgements about provision.

### **Individual Academies:**

Within our schools each individual Head teacher has overall responsibility for SEND provision. The Board of Trustees delegates responsibility through the scheme of

delegation to the Local Governing Body in each school. The headteacher is responsible for ensuring the trust offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

The local governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.

- Ensuring that there is a qualified teacher designated as SENCO for the school.

In enacting this policy, the headteacher will:

- Ensure the trust holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the trust works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the trust fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school with appropriate training at NASENCO or NPQSEN level.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the trust's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the trust do not directly or indirectly discriminate against pupils with SEND.

SENDCos in each school will:

- Collaborate with the governing board and headteacher, as part of the leadership team, to determine the strategic development of the SEND policy and provision in the trust.
- Take on the day-to-day responsibility for the operation of SEND policy.
- Advise on a graduated approach to providing SEND support.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaise with the relevant designated teacher for LAC with SEND.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Consult and liaise with staff, parents and carers, the MAT, external agencies and appropriate professionals.
- Be a key point of contact for external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Work with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensure that the school keeps the records of all pupils with SEND up-to-date, in line with the trust's Data Protection Policy.



- Provide professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Be familiar with the provision in the Local Offer from the Local Authority.
- Produce an annual SEND report to the Local Governing Body which is published on the school website and is available to parents in line with the 2014 SEN Code of Practice.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

#### **4. Identifying SEND**

The trust recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in each school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances. The SENCO will provide support to employ a variety of assessment and screening tools to assess a child or young person's skills and attainment to identify and build on information received from previous settings in consultation with their parents and carers. This could lead to pupils being placed on the SEN register.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The trust plans, manages and reviews SEND provision across the following four broad areas of need:

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

## **5. Safeguarding**

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

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

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

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

The headteacher and governing board will ensure that the trust's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the trust's Positive Behaviour 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 in each school.

Trust staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher in each school, will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The trust will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO in that school. Additional support can be obtained from the Senior Director for Behaviour and Safeguarding or the Director for Primary Inclusion and Culture.

## **6. SEND support**

The trust is aware of the statutory duty on its schools to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual pupils, is the first step in responding to pupils who have or may have SEND. Schools are expected to ensure that high quality teaching is an expectation for all pupils and that appropriate scaffolds and supports are in place to support those who may need it. Approaches to identification of SEN, and the graduated approach to provision for those needs through an assess-plan-do-review cycle, is outlined in each school's SEN policy and their SEN Information report, available on their website.

Schools will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place as part of this process.

### **EAL**

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

Schools will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **7. Admissions**

The trust will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the trust in their EHC plan.
- 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 trust does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to trust uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'Trust Admissions Code' for the admission of children without an EHC plan.

- Ensuring the trust's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children 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 the trust website.

## **8. Transition**

The trust is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

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

## **9. Involving pupils and parents in decision-making**

The trust is committed to schools that are working in partnership with all parents in the best interests of their child and will ensure that schools provide an annual report for all parents on their child's progress.

Where a pupil is receiving SEND support, each school will regularly liaise with parents in setting outcomes and reviewing progress. Parents (in line with the Code of Practice) will have the opportunity to discuss their child's progress 3 times a year with a member of staff.

The planning that the school implements will be person-centred and help parents and pupils with SEND express their needs, wishes and goals. It will:

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

Where the LA provides a pupil with an EHC plan, the trust will involve the parents and the pupil in discussions surrounding how the trust 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. Pupils with an EHCP will receive one annual review plus 2 further opportunities to discuss progress.

Where necessary, the trust will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

Pupils will be given opportunities to provide their views and aspirations in line with their age and stage of development. This is done regularly and where possible pupils are invited to attend meetings and contribute to discussions about their support.

## **10. Funding for SEND support**

Where additional pupil needs are identified each school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

## **11. EHC needs assessments and plans**

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

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

As part of the EHC needs assessment, schools will meet their duty by:

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

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

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

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.

## **12. Supporting successful preparation for adulthood**

The trust is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

At EYFS and Primary level, our schools will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

Our secondary schools will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with FE providers as necessary to help plan for any transitions.
- Ensure pupils from Year 9 until Year 13 are provided with independent careers guidance.

Our secondary school Careers Policies details how each school will fulfil its statutory duties under section 42 of the Education Act 1997 and work with pupils with SEND to ensure they are prepared for the workplace.

## **13. Managing complaints**

The trust outlines the complaints procedure at

<https://www.togetherlearningtrust.co.uk/s/Academy-10-Complaints-Policy-1223.pdf>

Where a child has an EHCP, the LA may also become involved in order to resolve issues.

The trust is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The trust's schools 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'.

## **14. Staff training and improving practice**

The trust is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the trust's CPD and Training Policy.

<https://www.togetherlearningtrust.co.uk/s/Academy-32-Training-and-Continuing-Professional-Development-Policy-1222.pdf>

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND. The Central Team will provide training for the whole trust or specific groups of employees, where this is identified as a need relating to SEND provision.

## **15. Use of data and record keeping**

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

Each school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the trust, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

Each school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted. The trust holds strategic data about schools at a central level and uses this to draw conclusions.

### **Confidentiality**

The trust will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.



- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools, MATs 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 trust will adhere to the Trust Data Protection Policy at all times and schools will also adhere to this.

#### Publishing information

The trust will publish this policy on the trust 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.

The SEN Information Report for each school will be prepared by the governing board and will be published on each school's 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'.

## **16. Joint commissioning, planning and delivery**

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

The trust will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The trust will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

The trust will support schools to 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 trust 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.

## 17. Local Offer

Each school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The trust will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

Each 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.

## 18. Monitoring and review

The policy is reviewed on an annual basis by the Director for Primary Inclusion and Culture in conjunction with the central team and Trustees; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

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

The next scheduled review date for this policy is September 2024