




## Thomas Lord Audley SEND Policy

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# Ownership & Control

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v2 (2024)	AFJ	February 2024	Approved	<p>Name of policy - Changed to Special Educational Needs and Disabilities (SEND).</p> <p>SEN updated to SEND throughout the document.</p> <p>Updated legal framework documentation references - section 1.</p> <p>Updated names of SENCOs and roles - Section 3</p> <p>Removal of Specialism(s) Special provision section.</p> <p>Incorporation of Safeguarding statement - section 7.</p> <p>Incorporation of EAL - section 11.</p> <p>Incorporation of Transitioning between phases of Education - section 12.</p> <p>Incorporation of medical statement - section 19.</p> <p>Incorporation of Confidentiality statement - section 23.</p> <p>Removal of provision and intervention table.</p> <p>PfA Advisor changed to Local Authority SEND Careers Advisor.</p>
v3 (2025)	AFJ	December 2024		<p>Updated name of SEND link Governor - Section 3.</p> <p>Updated EAL Coordinator - Section 11.</p> <p>ASDAN updated to Life and Workplace Skills - Section 12.</p>

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## **Policy Intent**

The Thomas Lord Audley School is committed to providing all students with full access to a common, balanced and differentiated curriculum regardless of ability or need. As part of this commitment, the Learning Support Department aims to identify, assess students with Special Educational Needs and provide support strategies to enable staff to meet the needs of these students across the curriculum.

The School accepts the notion that meeting special needs is a whole school responsibility. This means that whilst the Learning Support Team identifies, assesses and provides additional help and support for children with special educational needs, the provision for them is the responsibility of all staff and they are expected to make provision for the learning of all students. We are focused on raising the aspirations of and expectations for all pupils with SEND, and we focus on outcomes for children and young people and not just hours of provision/support.

The School accepts the philosophy that all teachers must consider themselves to be teachers of children with special educational needs and the responsibility for the progress of SEND students is with the teacher. This is also a guiding principle underpinning the SEND Code of Practice, 0-25 (2015); a document that provides a mixture of statutory and non-statutory guidelines for the identification and assessment of SEND and to which all schools must have regard when planning their Special Needs provision.

The Thomas Lord Audley School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. In addition, we will develop a culture where everyone's contribution and successes are celebrated and where students are prepared for life in an ever changing society.

### **1. Legal framework**

This policy promotes the successful inclusion of students with Special Educational Needs and Disabilities at The Thomas Lord Audley School. This policy responds to relevant legislation:

- The SEND (Special Educational Needs and Disabilities) Code of Practice 0-25 (2015)
- SEN Disability Regulations (2015)
- The Children's and Families Act (2014)
- The Equality Act 2010: Advice for schools DfE (February 2013)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Local Government Act (1974)
- Disabled Persons (Services, Consultation and Representation) Act (1986)
- Children's Act (1989)

This policy should be considered in conjunction with each individual school's Equality, Diversity and Inclusion Policy, Accessibility Policy, Medical Policy, Child Protection Policy and the Schools SEND Information Report.

## **2. Objectives:**

- To work within the guidance in the SEND Code of Practice, 2015
- To identify students with Special Educational needs and Disabilities and ensure that their needs are met;
- To ensure that students with Special Educational Needs and Disabilities have access to all activities of the school;
- To ensure that all learners make the best possible progress;
- To ensure parents / carers are informed of their child's Special Educational Needs and that there is effective communication between parents / carers and school;
- To ensure that learners express their views and are fully involved in decisions which affect their education;
- To promote effective partnership and involve outside agencies when appropriate.

## **3. The SENCO**

At The Thomas Lord Audley School we have 2 qualified SENCOs. Mrs Finbow-Jeffery, Assistant Headteacher, is SENCO to KS4 and Miss Luella Murray, Senior Leader, is SENCO to KS3. Each SENCO is responsible for the strategic operation of the SEND Policy.

A member of the Governing Body, currently Claire Wheeler takes a special interest in SEND although the Governing Body as a whole is responsible for making provision for students with Special Educational Needs.

## **4. Roles and Responsibilities**

The School's Governing Body has determined the following as the key responsibilities of the SENCOs, and will monitor the effectiveness of the SENCOs in undertaking those responsibilities.

### **The Governing Body 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.

### **The SENCO will be responsible for:**

- Collaborating with the Headteacher and Governing Body, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Report back to the Governing Body details associated with the SEND provision.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with other schools, Educational Psychologists, Health and Social Care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.

- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant Governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the Trust's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Participating in training and CPD.
- Providing training to relevant class teachers.
- Supporting staff in the identification of students with Special Educational Needs.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

#### **The Headteacher will be responsible for:**

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

#### **The Class teachers will be responsible for:**

- Providing feedback for One Planning reviews inline with the Graduated Approach.
- 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.
- Updating the Head of Department and/ or SLT with any changes in behaviour, academic developments and causes of concern within their lessons.

### **5. Special Educational Needs and Disabilities – definitions**

'Students have Special Educational Needs if they have a learning difficulty which calls for Special Educational provision to be made for them' (Code of Practice, 2015). Special provision means educational provision that is additional to or different from that made generally for children of that age in school.

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

- a) Significantly greater difficulty in learning than the majority of children of the same age
- b) Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools.

Under the Equality Act of 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## **6. Identification of SEND**

The school 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 the school's SEND Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances. 'Less than expected progress' will be characterised by progress which:

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

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

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

The main aspects of support within the school.

- Additional classroom support
- Literacy and numeracy support (Small group/ 1:1)
- Social/ Communication skills support
- Emotional, Social and behavioural support

The overall resources available for students with SEND are determined from the SEND delegated budget, a proportion of the Key Stage funding and income attached to those students with Education, Health and Care Plans.

## **7. Safeguarding**

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

- Have the potential to be disproportionately impacted by behaviours such as bullying.

- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers 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 are 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 Body will ensure that the school's Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse.

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

## **8. Admissions Arrangements**

The school will ensure that it meets its duty under the 'School Admission Code'.

The School accepts students with a wide range of special educational needs and works with outside specialists to ensure that students with learning, emotional / behavioural problems or physical difficulties or impairment are fully integrated into all aspects of school life.

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

The Sigma Trust has agreed with the Local Authority admissions criteria which do not discriminate against students with special education needs or disabilities, and its admissions policy has due regard for the admission of children who have an Education, Health and Care Plan. Parents / Carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The principal consideration at all times is whether the needs of the students can be fully met.

## **9. SEND Support**

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

Teachers at the school will:

- Set high expectations for every pupil.
- Work within the guidelines of the Ordinarily Available framework from the LA.
- Plan and deliver work for pupils whose attainment is significantly above the expected standard.
- Plan and deliver lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are ambitious.
- Plan and deliver lessons to ensure that there are no barriers to every pupil achieving.



- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning Support Assistants.

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

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

Once a pupil has been identified with SEND, the school will employ the Graduated Approach to meeting the pupil's needs. The school follows the Essex One Plan model which was developed to support the parental and student focused approach as outlined in the SEND Code of Practice 0-25 (2015).

The One Plan and Graduated Response (Assess, Plan, Do and Review) emphasises the school's role in the early identification, assessment and provision for students with special educational needs. It encourages full partnership with parents / carers and the involvement of the pupil as far as possible in decisions about their education.

Screening and assessment methods along with assessments of students within the National Curriculum are used to assist in early identification of student needs. They are also identified through communication with primary schools, teacher referral, parental concern and the involvement of outside agencies. The school recognises that children's special educational needs are on a continuum and may change over time.

Most learners' needs are met through the supportive environment and 'Quality First Teaching' within the school. This is supported and developed through the cohesive work of the SEND department and Teaching and Learning leads. This involves the process of differentiation and good classroom management strategies to support learners.

The One Plan is for students who require additional support arrangements. The school takes responsibility for those at the school based category of SEN Support. Action taken at one stage may mean the child will not have to move onto the next. Only for those who fail to make progress will the school need to move to the next stage.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care Needs Assessment.

## **10. Graduated Response**

The school utilises the Graduated Response which is used to support the 'One-Plan' process. The Graduated Response is a process whereby all provisions and interventions that are used for a child with SEND follow an Assess, Plan, Do and Review cycle. This ensures appropriate early intervention targeted at student outcomes which is reviewed rigorously and regularly to ensure maximum impact.

The Graduated Response recognises that all children/young people learn in different ways and can have different types and levels of Special Educational Needs. The Graduated Response means that step by step more support and expertise can be brought in to help the school support the difficulties a child or young person may be experiencing. Parents/carers will be kept informed by the school of any extra or different help that their child is receiving due to their Special Educational Needs. This extra or different help can be

provided through our school based category of SEND Support or an EHCP (Education, Health and Care Plan) depending on the severity of the child/young person's level of need.

The Graduated Response to Special Educational Needs does not imply that interventions are a set of hurdles to be crossed before a request for an EHCP can be made. The interventions are part of a cycle of planning, action and review within the school to enable all children/young people at our school to achieve.

## **11. EAL**

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

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

Support for young people identified with EAL is coordinated by Miss S Jones.

## **12. Transitioning between phases of Education**

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

### **Primary → Secondary**

We encourage all new prospective students and parents/carers to visit the school before starting. For students with SEND we:

- Work closely with primary (catchment) partner schools, so that students and parents/carers can visit the school to observe a normal school day.
- Our SEND Department (The Learning Academy) is open with the SENCO team in attendance for the School's Open Evening.
- Transition meetings are held with feeder schools when confirmation of a place is received. These meetings involve the KS3 SENCO and Head of Year allowing for relevant details to be shared relating to the student's needs and current provision.
- Transition visits for SEND students in addition to the Induction Days offered into the new cohort.
- Encourage parents/carers to visit a variety of schools, to ensure a balanced perspective.
- The KS3 SENCO will attend Annual Reviews when invited, of students with EHCPs in Years 5 & 6 which enables planning for transition to take place.

### **Secondary → Post 16**

We begin to prepare students for transition into the next stage of their education or training in a number of ways:

- Extensive careers education package delivered through Years 7-11.
- Robust PSHE curriculum.
- With their choices for GCSE and vocational courses - for example, in conversation with students and parents/carers.

- At Year 9 parents/options evening where departments are available for open dialogues. Through conversations at One Planning reviews with students, parents/carers when students are in Year 9, 10 and 11.
- With the School's Careers Leader support to ensure all students with SEND have guidance and support in appropriate provision post 16.
- Through an annual Careers Convention in Year 11.
- Open access to the Careers Lead for the school.
- Supported Post 16 application and interview process dependent upon need.
- EHCP students ☒ Access to the SEND Careers Advisor during Year 10 and 11 Annual Reviews.
- Life and Workplace Skills ☒ Alternative curriculum pathway offered as required.

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.

### **13. Working in partnership with Students, Parents/ Carers**

A firm principle on which special needs provision is based at the School are that the most effective support is provided for a student when the school and the student's parents or carers work together to help a student to succeed. If a student is considered for placement on the SEND Register, parents are informed, asked for their comments and invited into school to discuss how they and the school can work together to overcome problems and address the needs of their child. As already stated parents are always invited into school to attend review meetings and their comments and suggestions are invited. Parents are also encouraged to help a student at home and advice and strategies can be suggested by SEND staff.

The planing that the school implements will help parents and students with SEND express their needs and aspirations:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be clear for students, parents/ carers to understand by using unambiguous language.
- Highlight the students strengths and abilities.
- Enable the student and those who know them best to identify areas of interest and outcomes that they wish to work towards.
- Tailor support to the needs of the student.
- Bring together, as required, relevant professionals to discuss and agree together the overall approach.

Parents can understand more about how we provide support for SEND students by referring to The Thomas Lord Audley Schools SEND Information Report.

### **14. Working with external agencies**

External support services play an important part in helping the school identify, assess and make provision for students with special education needs e.g.

The school receives regular visits from the nominated Inclusion Partner, Engagement Facilitator and Educational Psychologist for the area;

In addition the school may seek advice from specialist advisory teaching services (Specialist Teacher Team, e.g Teacher of the Deaf, Occupational Therapist) for children with sensory impairment or physical needs;

The Speech and Language Therapist contributes to the reviews of students with significant Speech and Language needs;

The Local Authorities SEND Careers Advisor is invited to attend all Annual Reviews in Year 9 onwards in order to contribute to transition plans for KS5.

## 15. The Local Offer

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

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

## 16. Funding for SEND

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

## 17. Education, Health and Care Needs Assessments and Plans

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

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

A student will be referred to the LA through:

1. A request for assessment by the school;
  2. A request from the parent/guardian or
  3. A referral by another agency.
- The school will consult with parents and the Educational Psychologist.
  - The school collates information and makes a request to the Local Authority.
  - The case is considered by a panel of LA and Headteacher representatives.
  - The decision is fed back to the school and parents/carers. Parents have a right of appeal if the request is not agreed.

The following evidence is required for a Statutory Needs Assessment:

- The views of parents recorded at SEN Support level
- The ascertainable views of the child
- Copies of One-Plans at SEN Support level
- Evidence of progress over time
- Copies of advice, where provided, from health and social services
- Evidence of involvement/views of involved external agencies
- Evidence as to how external advice has been used by the school
- Progress towards age related expectations

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

## **18. Reviewing EHCPs**

For students who have an Education, Health and Care Plan, in addition to the review of One-Plans, their progress and the support outlined in their Education, Health and Care Plan will be reviewed annually and a report provided for the Local Authority (The Annual Review Process).

During the Annual Review process the School will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as Parents/ Carers, representatives from the LA SEN, social care and health services.
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send a draft report to those attending the meeting in advance.
- Ensure that sufficient arrangements are put in place at the school to host the Annual Review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst students and their parents.
- Prepare and send a final report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and students that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil makes sufficient progress an Education, Health and Care Plan may be discontinued by the Local Authority.

## **19. Evaluation of SEND Practice**

The effectiveness of the policy will be evaluated in the following ways:

- The level of progress individual children make across a key stage.
- By developments in teachers practice / awareness of Special Educational Needs and Disabilities and how to deal with them.
- The extent to which modification to the curriculum/teaching strategies for individual students have been incorporated into normal class practice.
- The extent to which the general curriculum has been developed in response to meeting the needs, interests or aptitudes of students.

This will be monitored by the SENCO and the SLT through the school's self-evaluation process.

## **20. Medical**

Please view the school's Medical Policy for more information on this area.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and Disabilities (SEND) and may have an Education, Health and Care (EHC) plan which brings together Health and Social Care needs, as well as their Special Educational provision and the SEND Code of Practice (2015) is followed.

A risk assessment is carried out prior to any off site (when applicable) activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

## **21. Accessibility**

Most of the school site is wheelchair accessible with disabled toilets. The school has lift access in one block, ramps located around some of the buildings and all doors do not open automatically. Additional support could include:

- Chromebooks
- Modified furniture
- Mobility Training
- Personal Care provision
- Access to Specialist Teacher input
- Coloured overlays
- Access to laptop & tablet technology
- Specialist consideration for examinations

## **22. Managing complaints**

The School's Complaints Policy is published on the school website.

The majority of concerns from parents, carers and others are handled under the following general procedures.

The procedure is divided into four stages;

- **Stage 1** aims to resolve the concern through informal contact at the appropriate level in school.

- **Stage 2** is the first formal stage at which written complaints are considered by the headteacher or the designated governor, who has special responsibility for dealing with complaints.
- **Stage 3** is the next stage once Stage 2 has been worked through. It involves a complaints review panel of governors.
- **Stage 4** is the LA Review stage where the local education authority will review and comment upon the way we have dealt with a complaint.

The school is committed to resolving any disagreements between Students and the School.

### **23. Staff training and improving provision**

The school gives due consideration to training needs for all staff taking into account school priorities as well as Continuing Professional Development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support will be given to ECTs and other new members of staff. (The SENCO takes responsibility for training new staff – teaching and LSAs – as to how the school meets the needs of students with SEND.) The SENCO keeps up-to-date with SEND educational developments by regularly attending School, Trust, North East Essex Education Partnership and LAs SENCO Network meetings.

### **24. Confidentiality**

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

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

### **25. Publishing Information**

Information will be available on the School Website in relation to the implementation of the SEND Policy.

The SEND Information Report will be published on the School website.

Both the SEND Policy and SEND Information Report will be updated annually and any necessary changes made as they occur across the year.

### **26. Monitoring and Reviewing**

The SEND Policy is reviewed on an annual basis by the Assistant Headteacher/ KS4 SENCO and Headteacher in conjunction with the Governing Body. Any changes made to this policy will be made available to all members of staff.

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

