

Roseacre Primary Academy

SEND Policy



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Statement of intent

Roseacre Primary Academy values all pupils and celebrates diversity of experience, interest, and achievement. In partnership with the Achievement Through Collaboration (AtC) Trust, we recognise that the accurate identification of pupils' barriers to learning and development is essential for an effective and high-quality educational system. All pupils need to experience praise, recognition, and success, and pupils with Special Educational Needs and Disabilities (SEND) have an equal entitlement to this.

Excellent teaching for pupils with SEND is excellent teaching for all. Additional targeted provision cannot compensate for a lack of high-quality classroom practice. Therefore, our universal offer (Tier 1) serves as the foundation of inclusive practice, ensuring that all pupils benefit from high-quality, adaptive teaching underpinned by the Education Endowment Foundation's (EEF) '5 a day' principles:

1. Explicit instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible grouping
5. Purposeful use of technology

To ensure a balanced and effective strategy that underpins inclusion, the academy adopts the AtC tiered model to SEND support: **Tier 1 (Universal)**, **Tier 2 (Targeted and Targeted Plus Support)**, and **Tier 3 (Specialist Support)**. This policy outlines the framework for the academy to meet its statutory duties, legal obligations, and principal equality values to provide an outstanding education to all pupils, including those with SEND, and to do everything possible to meet their individual needs.

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

- Eliminate discrimination.
- Promote equal opportunities.
- Foster positive relationships between pupils with SEND and their peers.

The academy collaborates closely with the Local Authority (LA) and the AtC Trust network, guided by the following core principles:

- Active involvement of pupils and their parents/carers in all decision-making processes.
- Early and accurate identification of pupils' individual needs.
- Seamless collaboration between education, health, and social care services.
- High-quality, evidence-informed provision across all tiers of support.
- Greater choice and control for pupils and their families over their support.
- Successful preparation for key educational transitions and adulthood, including independent living and employment.

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1. Legal Framework

1.1. 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)

1.2. 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 the academy with medical conditions'
- DfE (2026) 'Keeping children safe in education'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School admissions code'

2. Identifying SEND

Roseacre Primary Academy has a clear approach to identifying and responding to SEND, recognising that early identification and effective provision significantly improve long-term outcomes for pupils. In line with the AtC Trust SEND strategy, the academy understands that accurate identification of a pupil's specific barriers to learning is essential; without early identification, these barriers can hinder academic achievement, social and emotional development, mental health, and overall engagement with the school community.

With support from the Senior Leadership Team (SLT) and SENDCo, classroom teachers conduct robust, ongoing formative assessments for all pupils at **Tier 1 (Universal)**. This ensures that emerging needs are flagged quickly to inform immediate teaching adaptations or targeted support.

Classroom teachers and leadership regularly review pupil progress. A pupil will be identified as making '**less than expected progress**' if, despite receiving high-quality, targeted universal teaching, their progress matches any of the following criteria:

- Progress is significantly slower than that of peers starting from the same baseline.
- Progress fails to match or improve upon the pupil's previous rate of progress.
- Progress fails to close the attainment gap between the pupil and their peers.
- The attainment gap widens due to the plateauing of progress.

In addition to academic attainment, identification also considers wider holistic indicators, including changes in a pupil's behaviour, social and emotional well-being, communication needs, or sensory/physical needs, alongside observations and insights shared by parents/carers and the pupil.

3. Definitions

For the purposes of this policy, a pupil is defined as having **Special Educational Needs (SEN)** if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have a **significantly greater difficulty in learning** than the majority of children of the same age.
- Have a **disability or health condition** that prevents or hinders them from making use of educational facilities generally provided for peers of the same age in mainstream schools.
- Require **special educational provision**—meaning educational or training provision that is additional to, or different from, that made generally for other children of the same age in mainstream schools.

Under the **Equality Act 2010**, a disability is defined as a physical or mental impairment which has a long-term (lasting or expected to last 12 months or more) and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

The Four Broad Areas of Need

In accordance with the DfE SEND Code of Practice and the AtC Trust SEND framework, the academy reviews its provision across the four broad areas of need:

1. Communication and Interaction

Pupils with Speech, Language, and Communication Needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want, understanding what is being said to them, or understanding and using social rules of communication.

The academy recognises that:

- Pupils on the **Autism Spectrum (ASD)** can face particular difficulties with social interaction, flexible thinking, and sensory processing.
- The profile for every pupil with SLCN is unique and dynamic; needs may change over time across different aspects of speech, language, or social communication.
- The SENDCo, class teachers, and specialist staff will collaborate with parents/carers, language and communication experts, and external speech and language therapists to ensure appropriate Tier 1 adaptations and Tier 2/3 interventions are delivered.

2. Cognition and Learning

Support for learning difficulties will be implemented using the **Assess, Plan, Do, Review (APDR)** cycle.

Learning difficulties cover a wide spectrum of needs:

- **Moderate Learning Difficulties (MLD)**
- **Severe Learning Difficulties (SLD)**, where pupils may need support in all areas of the curriculum and associated difficulties with mobility and communication.
- **Profound and Multiple Learning Disabilities (PMLD)**, where pupils have severe and complex learning difficulties alongside physical disabilities or sensory impairments.
- **Specific Learning Difficulties (SpLDs)**, which affect one or more specific aspects of learning, encompassing conditions such as dyslexia, dyscalculia, and dyspraxia.

3. Social, Emotional, and Mental Health (SEMH) Difficulties

Pupils may experience a wide range of social and emotional difficulties manifesting in varied ways, including becoming withdrawn or isolated, as well as displaying challenging, disruptive, or distressing behaviour.

In line with AtC Trust principles, the academy recognises that:

- Challenging or disruptive behaviour is not inherently a SEND in itself, but is frequently an underlying indicator of unmet SEMH, communication, or learning needs.
- Proactive, relational approaches and positive behaviour management strategies will be utilised across all tiers of support to promote self-regulation and emotional well-being.

4. Sensory and/or Physical Needs

Some pupils require special educational provision because they have a disability or impairment that hinders their access to educational facilities. These include Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), or Physical Disabilities (PD).

The academy ensures staff understand that:

- Many pupils with sensory or physical impairments require specialist support, adaptive technology, or environmental modifications to access learning, regardless of whether their impairment falls strictly under the definition of SEND.
- A pupil with a sensory or physical impairment is covered by the definition of SEND if they require **special educational provision** that is additional to or different from standard adaptive practice.

4. Objectives

Roseacre Primary Academy will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- **Implement the AtC Tiered Model:** To embed a clear, tiered graduated approach—**Tier 1 (Universal)**, **Tier 2 (Targeted/Targeted Plus)**, and **Tier 3 (Specialist)**—aligned with the DfE SEND Code of Practice and the Blackpool graduated approach.
- **Deliver High-Quality Adaptive Teaching:** To ensure all classroom teachers deliver high-quality, inclusive universal teaching (Tier 1) underpinned by the **EEF '5 a day' adaptive principles** to minimize barriers to learning.
- **Early & Holistic Identification:** To robustly monitor both the academic and holistic progress (SEMH, attendance, communication, sensory) of all pupils to ensure the earliest possible identification of SEND.
- **APDR plans:** To ensure that every pupil receiving Tier 2 or Tier 3 support has a high-quality APDR plan with SMART outcomes that are systematically reviewed through regular Assess, Plan, Do, Review (APDR) cycles.
- **Co-Production & Collaboration:** To actively involve pupils and their parents/carers in all stages of decision-making, setting clear outcomes, and reviewing progress at least **three times per academic year**.
- **Promote Mental Health & Wellbeing:** To foster a safe, nurturing, and inclusive school culture that proactively supports the social, emotional, and mental health (SEMH) needs of pupils with SEND.

- **Staff CPD & Professional Expertise:** To prioritise ongoing, high-quality staff professional development across all tiers to build confidence and expertise in meeting diverse learning needs.
- **Trust Network & Multidisciplinary Engagement:** To actively engage with the AtC SEND Trust Network, Local Authority services including the Experts at Hand, and health and social care agencies to secure specialist expertise and smooth phase transitions for all pupils.

5. Roles and Responsibilities

The Governing Body is responsible for:

- **Governance & Strategy:** Appointing a designated **SEND Link Governor** to challenge and champion SEND provision, a designated teacher for Looked After Children (LAC / Our Children), and a SENDCo holding or pursuing the mandatory **NPQ SENCO** qualification.
- **Statutory Compliance & Inclusivity:** Ensuring the academy meets its legal duties under the Equality Act 2010 and SEND Code of Practice, including anti-discrimination, reasonable adjustments, admissions, and medical condition support.
- **Exclusion & Safeguarding Provision:** Securing suitable full-time education from day six of any exclusion and ensuring safeguarding policies address SEND-specific risks.
- **Statutory Publishing:** Ensuring the annual publication of the SEND Information Report, Accessibility Plan, and admission arrangements on the academy website.

The Headteacher is responsible for:

- **Leadership & Culture:** Fostering a high-expectation, inclusive culture and ensuring the curriculum is accessible to all pupils.
- **Resource & CPD Allocation:** Providing the SENDCo with sufficient time, administrative support, and resources, while reviewing teaching quality and staff appraisal arrangements.
- **Monitoring & Reporting:** Tracking SEND identification patterns against trust and national data, and reporting regularly to governors on the impact of SEND and mental health provision.

The SENDCo is responsible for:

- **Strategic Development:** Collaborating with the SLT and actively participating in the **AtC SEND Trust Network** to drive best practices.
- **Provision Coordination:** Leading the day-to-day implementation of the policy, overseeing EHCPs, and guiding the graduated tiered approach (Tiers 1–3) using **APDR plans** and one-page profiles.
- **Partnership & Transition:** Acting as the key contact for the LA, external agencies, health services, and parents, ensuring smooth phase transitions.
- **Staff Guidance:** Providing bespoke CPD, training, and assessment support to classroom teachers and teaching assistants.

The Designated Safeguarding Lead (DSL) is responsible for:

- **Targeted Safeguarding:** Identifying SEND-specific vulnerabilities (e.g. online safety, grooming, bullying, child-on-child abuse) and coordinating closely with the SENDCo and headteacher on welfare concerns.

Classroom Teachers are responsible for:

- **Tier 1 Universal Provision:** Delivering high-quality, inclusive teaching daily, using adaptive practices aligned with the **EEF '5 a day' approach**.
- **Tier 2/3 Implementation:** Co-planning and delivering targeted interventions on a graduated basis, tracking progress on **APDR plans**, and remaining fully accountable for the development of all pupils in their class.
- **Communication:** Maintaining ongoing dialogue with parents/carers, the SENDCo, and support staff.

6. Early years pupils with SEN

Roseacre Primary Academy recognises that early identification and prompt intervention in the Early Years Foundation Stage (EYFS) are critical to improving long-term outcomes for young children.

In accordance with the DfE EYFS statutory framework, the DfE SEND Code of Practice, and the AtC Trust strategy:

- **Early Identification & Monitoring:** EYFS staff are trained to be alert to emerging difficulties across the prime areas of learning (Communication & Language, Physical Development, and Personal, Social & Emotional Development). Progress is monitored continuously to identify children making less than expected progress from their starting points.
- **Listening to Families & Children:** Staff proactively listen to and act upon concerns raised by parents/carers regarding their child's development. Children's own views, preferences, and feelings are actively sought using age-appropriate, accessible communication approaches.
- **Tiered EYFS Provision:**
 - **Tier 1 (Universal):** Children benefit from a safe, nurturing, and language-rich environment. Adaptive practice is embedded in daily continuous provision to support play, communication, and self-regulation.
 - **Tier 2 (Targeted):** Where additional needs are identified, the SENDCo and EYFS team co-produce an **APDR plan** using the Assess, Plan, Do, Review (APDR) cycle. Parents are formally notified immediately when special educational provision is made.
 - **Tier 3 (Specialist):** For complex needs, the academy works with external specialists (e.g., Speech and Language Therapy, Health Visitors, Educational Psychology) to secure early targeted support or initiate EHC needs assessments prior to Key Stage 1.
- **Inclusive Participation:** The academy ensures that children with SEND engage in all EYFS learning activities, indoor/outdoor play, and events alongside their peers.
- **Smooth Phase Transitions:** The SENDCo collaborates with early years providers, health professionals, and parents to plan smooth, personalised transitions into Reception and onwards into Key Stage 1.

7. Children with specific circumstances

Looked After Children (LAC / 'Our Children')

- **Definition & Context:** Pupils accommodated or taken into care by the Local Authority are legally defined as Looked After Children (known locally as '**Our Children**' in Blackpool). The academy recognises that Looked After Children are statistically more likely to have SEND and/or an EHC plan.
- **Provision & Coordination:** The academy maintains a Designated Teacher for Looked After Children who collaborates closely with the SENDCo, Virtual School Head, and social care teams to align the pupil's Personal Education Plan (PEP) with their APDR plan or EHC plan.

English as an Additional Language (EAL)

- **Distinction & Assessment:** Having EAL is not an indicator of SEND. However, slow progress will not be attributed solely to language status without assessing potential underlying SEND.
- **Holistic Review:** Teachers and the SENDCo evaluate progress across multiple contexts and subjects—taking into account the pupil's home, culture, and community—utilising local language advice and translation services where needed to differentiate between language acquisition needs and special educational needs.

8. Admissions

The academy complies fully with the DfE **School Admissions Code** and Equality Act 2010, ensuring fair and non-discriminatory admission practices by:

- **Mandatory EHCP Admissions:** Admitting any child where Roseacre Primary Academy is named in their Education, Health and Care (EHC) plan.
- **Equal Treatment & Non-Discrimination:** Considering all applications from pupils with SEND without an EHC plan on an equal basis, and never refusing admission on the grounds of SEND, perceived challenging behaviour, or an inability to cater for needs.
- **Fair Admissions Criteria:** Ensuring oversubscription criteria, selection testing (with reasonable adjustments made), uniform expectations, and school trip policies do not directly or indirectly disadvantage applicants with SEND.
- **Informed Application Processes:** Welcoming applications from families of children with SEND and adopting non-discriminatory practices in line with local authority coordinated admission arrangements.

9. Involving pupils and parents/carers/carers (co-production)

Roseacre is committed to authentic co-production, ensuring pupils and their parents/carers actively participate in shaping all decisions regarding their educational support:

- **Communication & Notification:** Parents/carers will always be formally notified when SEND support is initiated. The academy fosters open, trust-based communication, valuing parents' insights and ensuring plans are written in clear, accessible language without jargon.

- **Person-Centred Planning:** Support focuses on the individual child's strengths, preferences, and future ambitions—never defining a pupil by a label. Assessment and review processes are coordinated to minimise demands on families.
- **Termly Co-Production Reviews:** The classroom teacher, supported by the SENDCo, meets with parents/carers and the pupil three times per academic year to co-produce, evaluate, and update their APDR and SMART outcomes.

10. Joint commissioning, planning and delivery

To secure the best educational, health, and social outcomes and support successful preparation for adulthood:

- **Multi-Agency Collaboration:** The academy works in partnership with local education, health, and social care services, assisting the Local Authority in fulfilling its statutory duties under Section 25 of the Children and Families Act 2014.
- **Integrated Support:** Where a pupil has an EHC plan alongside medical conditions or additional agency involvement, provision is jointly planned and delivered seamlessly to prevent disruption to education or healthcare.
- **Dynamic Review:** Commissioned provisions are continuously monitored and dynamically adjusted or adapted based on their impact against agreed outcomes.

11. Funding

Notional SEND Budget: The academy allocates its core per-pupil funding and delegated **notional SEND budget** to provide high-quality Tier 1 universal adaptations and Tier 2 targeted support (up to the national £6,000 threshold per pupil per year).

High Needs & Personal Budgets: Where a pupil's needs exceed what can ordinarily be provided through the notional budget, the academy collaborates with the Local Authority to access High Needs Block funding or coordinate Personal Budgets linked to an EHC plan. The academy maintains its core budget contributions regardless of whether an EHC plan or Personal Budget is in place.

12. Local Offer

The governing body collaborates actively with Blackpool Local Authority (LA) to review and publish the local SEND provision framework. The academy supports the **Blackpool Local Offer** by ensuring it remains:

- **Collaborative & Co-Produced:** Working alongside the LA, families, pupils, and health/social care providers to shape accessible services.
- **Accessible & Comprehensive:** Clearly signposting families to local education, health, and social care support (ages 0–25) using straightforward, jargon-free information regarding service availability, eligibility criteria, and appeal procedures.
- **Up-to-Date & Transparent:** Regularly providing accurate, updated information regarding Roseacre Primary Academy's SEND capabilities, resources, and provision to ensure the Blackpool Local Offer Directory accurately reflects current support.

A direct link to the **Blackpool Local Offer** is available via the academy website.

Policy approved by Mrs A Hart (Interim Headteacher) in October 2026

Review Date: October 2027

13. Graduated approach

Roseacre Primary Academy adopts the Achievement Through Collaboration (AtC) Trust tiered approach to SEND support, fully embedded within the DfE SEND Code of Practice and integrated with the Blackpool graduated approach. This model ensures the accurate, early identification of barriers to learning, providing timely and effective support across three distinct tiers:

Tier Structure	Provision & Focus	Core Practices & Frameworks
Tier 1: Universal Offer	Inclusive classroom foundation for all pupils, including those with emerging needs.	- Supportive, safe, nurturing classroom environment fostering belonging. - Relational and proactive behaviour management strategies. - Inclusive curriculum design addressing sensory and communication preferences. - High-quality teaching adaptive practices underpinned by the EEF 5-a-day principles: - Explicit instruction - Cognitive & metacognitive strategies - Flexible grouping - Use of technology - Scaffolding - Robust formative assessment to identify struggling pupils early.
Tier 2: Targeted & Targeted Plus Support	Specific, evidence-informed support for pupils making less than expected progress despite high-quality universal provision.	Implemented via the Assess, Plan, Do, Review (APDR) cycle and formally documented on an APDR plan: Assess: In-depth assessment across the 4 broad areas of SEND (Communication & Interaction; Cognition & Learning; SEMH; Sensory/Physical) using observations, standardised tools, pupil/parent views, and external specialist inputs. Plan: Collaborative setting of SMART outcomes and designing evidence-informed interventions (e.g., small group catch-up, phonics, social skills/nurture, Lego Therapy, ELSA, adaptive technology). Documented on the pupil's APDR. Do: Consistent implementation of planned interventions with fidelity, continuously monitoring progress. Review: Termly meetings with parents, pupil, class teacher, and SENDCo to evaluate impact against APDR outcomes and determine next steps.
Tier 3: Specialist Support	Highly individualised support for pupils with severe, complex, or persistent needs where Tiers 1 and 2 prove insufficient.	- Engagement with external multidisciplinary teams (e.g., Educational Psychology, Speech & Language Therapy, Occupational Therapy, CAMHS, Outreach Services). - Compilation of detailed APDR/ISP evidence to request an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority. - Co-production and implementation of Education, Health and Care Plans (EHCPs) with high-cost provision where approved. - Bespoke professional development for staff to deliver specialised therapies and strategies.

Bespoke professional development is provided to staff across all tiers to ensure interventions are delivered with high fidelity and translated effectively into classroom practice.

14. Assessment

Holistic & Comprehensive Evaluation: Assessment considers the pupil's full range of needs—across Communication & Interaction, Cognition & Learning, SEMH, and Sensory/Physical domains—not just their primary need. Decisions are driven by parental and pupil insights, using evidence-based tools to track progress against challenging academic and personal development goals.

Specialist Consultation: Where a pupil continually makes little progress despite targeted Tier 2 interventions, the academy consults with parents/carers before involving external specialists to conduct further diagnostic assessments.

Statutory Assessment Requests: If a pupil's needs exceed the resources ordinarily available within the academy's delegated budget, the academy—in consultation with parents/carers—requests an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority.

Statutory Compliance: The academy meets its legal duty to respond to any Local Authority request for advice or information relating to an EHCNA within **six weeks** of receipt. Advice gathered from education, health, and social care professionals directly informs desired outcomes and required special educational provision.

15. Training

The academy prioritises continuous professional development (CPD) to ensure all staff effectively support pupils with SEND:

- **Induction & Onboarding:** All new staff receive mandatory SEND induction training covering early identification, Equality & Diversity principles, mental health awareness, and referral pathways to the SENDCo.
- **Core Competencies:** Training delivered by the SENDCo, AtC Trust network, or external specialists equips staff to:
 - Identify emerging physical, cognitive, communication, or mental health needs.
 - Collate robust Assess, Plan, Do, Review (APDR) evidence and set SMART targets.
 - Implement and evaluate evidence-informed Tier 1 and Tier 2 support measures.
- **Specialist & Mental Health Focus:** The SENDCo and staff participate in ongoing bespoke CPD—with a dedicated focus on Social, Emotional, and Mental Health (SEMH)—to deliver high-quality, inclusive provision.

16. Promoting mental health and wellbeing

The academy recognises that mental health and wellbeing are fundamental to learning, resilience, and positive development. In line with our Social, Emotional, and Mental Health (SEMH) Policy and AtC Trust strategy:

- **Universal Culture & Curriculum:** Classroom environments utilise relational, proactive behaviour management strategies and small-group learning to foster self-esteem, emotional regulation, and self-discipline.

- **Underlying Needs & Behaviour:** Disruptive, withdrawn, or challenging behaviour is evaluated as a potential manifestation of underlying, unmet SEMH or communication needs rather than a disciplinary matter alone.
- **Targeted & Specialist Support:** For pupils experiencing SEMH difficulties, the academy provides structured internal and external interventions (with parental consent), including:
 - Direct support from the Pupil Engagement Officer/ELSA.
 - Consultations and interventions with Mental Health Lead practitioners, Child and Wellbeing Practitioners, or CAMHS.
 - Referrals to family support services or specialist therapy upon professional recommendation.
- **Family Collaboration:** The academy works in close partnership with parents/carers, offering guidance and coordinating support to ensure consistency between home and school.

17. EHC plans

The academy complies fully with statutory responsibilities regarding the assessment, implementation, and management of EHC plans:

- **Cooperation & Assessment Timelines:** The academy fully cooperates with the Local Authority (LA) during EHC needs assessments, contributing comprehensive evidence from relevant staff. The academy adheres strictly to statutory timeframes, including responding to draft EHC plans within **15 days** and supporting the LA's overall **20-week** statutory assessment and plan development window (or **16-week** notification if an EHC plan is not issued).
- **Admissions Duty:** The academy will admit any child where Roseacre Primary Academy is named in their EHC plan.
- **Co-Production & Implementation:**
 - The SENDCo ensures all staff working with the pupil are aware of their specific needs, outcomes, and required provisions.
 - Provisions and short-term SMART targets are co-produced with parents/carers and the pupil. Advocacy support is arranged where necessary to ensure the pupil's voice is heard.
 - If an EHC plan is refused, the academy implements LA feedback through existing Tier 1 and Tier 2 provision.
- **Re-Assessments:** If a pupil's needs change significantly, the academy (in agreement with parents/carers) can request an EHC plan re-assessment at least six months after the initial assessment (with final plans issued within **14 weeks** of a re-assessment request).
- **Confidentiality & Transition Data:** Information regarding EHC plans is held securely and disclosed strictly on a need-to-know basis (or as required by law/Ofsted). Plan details are shared with receiving educational settings solely to facilitate smooth transition planning.

18. Reviewing the EHC plan

Using the Local Authority **EHC Hub**, the academy oversees and leads the annual review process to maintain parental confidence and ensure provisions remain appropriate:

- **Meeting Coordination & Notice:** The academy convenes and hosts annual review meetings on behalf of the Local Authority. Invited parties (including parents/carers, health, and social care representatives) are given at least **two weeks' notice** of the meeting date.
- **Information Gathering:** The SENDCo requests advice and information regarding the pupil's progress from all invited parties prior to the meeting. This information is circulated to all attendees at least **two weeks in advance**.
- **Reporting & Timelines:** Within **four weeks** of the meeting, the academy prepares and submits a comprehensive review report to the Local Authority and all invited attendees, detailing progress and proposed amendments supported by clear evidence.
- **Rights & Representations:** Parents/carers and the Local Authority are given at least **15 days** to comment or make representations on any proposed changes. The academy ensures parents/carers and pupils are fully informed of their right to appeal Local Authority decisions regarding the plan.

19. Safeguarding

The academy recognises that pupils with SEND face heightened risks of abuse, neglect, child-on-child abuse, sexual harassment, and online harms (such as grooming, radicalisation, and cyberbullying). Staff understand that these pupils may be disproportionately affected by bullying while being less able to express or report distress.

To address the specific barriers in identifying abuse among pupils with SEND, the academy ensures:

- **Overcoming Barriers to Identification:** Staff are trained never to assume that physical injuries, behavioural changes, or mood shifts are merely attributable to a pupil's SEND or medical condition without full exploration. Communication barriers and risks of peer isolation or unexpressed distress are actively factored into welfare monitoring.
- **DSL & SENDCo Collaboration:** Any unexplained injuries, shifts in demeanor, or behavioural indicators are investigated promptly by the Designated Safeguarding Lead (DSL) in direct consultation with the SENDCo.
- **Policy Alignment:** The Child Protection and Safeguarding Policy explicitly addresses SEND-specific safeguarding vulnerabilities. Any use of reasonable force or physical intervention adheres strictly to the procedures in the school's Physical Intervention Policy, taking full account of individual SEND needs.

20. Transferring between different phases of education

The academy plans proactively for all key phase transitions (Early Years to Reception, Key Stage 1 to 2, and Key Stage 2 to Secondary), ensuring support and provision are established well in advance:

- **EHC Plan Statutory Review Deadlines:** For pupils with an EHC plan, the annual review and any required plan amendments will be completed in sufficient time to allow for transition planning and commissioning of support:
 - **31 March** in the calendar year of transfer for children moving from early years provision into primary school (Reception).
 - **15 February** in the calendar year of transfer for pupils moving from primary school to secondary school (or between key educational phases).
- **SEND Support Transitions (Tiers 1–3):** For all pupils receiving SEND support, the SENDCo collaborates with parents/carers, receiving settings, and secondary SENDCos to transfer APDR plans, One-Page Profiles, and assessment records.
- **Personalised Transition Plans:** Transition arrangements may include enhanced secondary visits, multi-agency handovers, bespoke transition booklets, and phased integration plans to minimise anxiety and ensure continuity of care.

21. SEND tribunal

The academy aims to resolve all concerns swiftly and collaboratively, ensuring a pupil's educational provision remains uninterrupted.

- **Informal Resolution & Complaints:** Complaints regarding SEND provision follow the academy's formal **Complaints Procedures Policy**, beginning informally with the class teacher or SENDCo. At any stage, parents/carers may seek independent advice from the **Special Educational Needs and Disability Advice and Support Service (SENDIASS)**.
- **Disagreement Resolution & Mediation:** Following a serious disagreement regarding SEND provision, the headteacher will signpost parents/carers to the Local Authority's disagreement resolution and independent mediation services. (Parents of early years pupils are also informed that Ofsted can consider unresolved complaints regarding early years SEND provision).
- **First-tier Tribunal (SEND):**
 - Parents/carers (or young people) have a statutory right to appeal certain Local Authority decisions (e.g., refusals to assess, issue, or amend an EHC plan, or the named setting) to the First-tier Tribunal (Special Educational Needs and Disability).
 - The academy will fully cooperate with the Local Authority and Tribunal panel by providing relevant evidence, documentation, and attendance at tribunal hearings as requested.

22. Supporting successful preparation for adulthood

From the early years onwards, the academy actively builds pupils' independence, resilience, self-advocacy, and life skills to prepare them for secondary education and long-term preparation for adulthood:

- **Transition Planning & Data Transfer:** The academy collaborates closely with secondary academies and receiving settings, transferring all APDR plans, EHC plans, and medical/assessment records to ensure a seamless phase transfer.
- **Alternative Provision (AP):** Where appropriate and in a pupil's best interests, the academy may commission high-quality Alternative Provision—aligned with EHC plan provisions—to support pupils facing significant barriers to mainstream participation.
- **Exclusion Provisions:** In the event of a suspension (fixed-period exclusion), the academy fulfils its statutory duty to arrange suitable, full-time education from the **sixth day**, ensuring all necessary SEND provisions and individual adaptations are maintained.

23. Data and record keeping

The academy maintains accurate, secure, and up-to-date records for all pupils on the SEND register in accordance with the Data Protection Act 2018 and UK GDPR:

- **Management Information System (MIS) & Register:** The SENDCo maintains a comprehensive SEND register within the academy's MIS, documenting the nature of need, teaching strategies, specialist involvement, and progress across academic, behavioural, and holistic development metrics.
- **APDR plans:** Detailed record keeping for Tier 2 and Tier 3 pupils—including agreed outcomes, intervention fidelity, and APDR review histories—is maintained via APDR plans and One-Page Profiles.
- **Local Authority Data Sharing:** Anonymous and aggregate data regarding the levels and primary types of SEND within the academy is shared regularly with the Local Authority and AtC Trust to inform local and trust-wide provision planning.
- **SEND Information Report:** The academy prepares and publishes its SEND Information Report annually on the academy website, fully meeting the statutory requirements set out in paragraphs 6.79 to 6.83 of the DfE SEND Code of Practice (0 to 25 years).

24. Confidentiality

Information regarding a pupil's SEND or EHC plan is treated as strictly confidential and disclosed only on a need-to-know basis. The academy will not disclose any EHC plan without explicit consent from parents/carers, except where permitted or required by law, including:

- **Judicial & Statutory Appeals:** Disclosures to First-tier SEND Tribunals, the Secretary of State under the Education Act 1996, or court orders in criminal proceedings.
- **Safeguarding & Statutory Investigations:** Sharing with local authorities or statutory partners to fulfill duties under the Children Act 1989, Disabled Persons Act 1986, or Local Government Act 1974 maladministration inquiries.

- **Inspection & Regulation:** Sharing during official inspections by Ofsted or Local Authority regulatory teams.
- **Educational Transitions:** Securely transferring records to the headteacher or SENDCo of a receiving educational setting to ensure continuity of care and provision.

25. Resolving disagreements

Parents/carers complaints are dealt with at the academy in the following ways:

- Discussed informally with the Class Teacher
- Referred to the SENDCo
- Referred to the Headteacher
- In writing to the Governing Body
- The parents/carers may contact the LA who will then contact the school
- The parents/carers may go to the SEN/Disability Tribunal.

At any stage in the complaint process, parents/carers may request the advice and support from the Special Educational Needs and Disability Advice and Support Service (SENDIASS).

26. Publishing information

The academy will publish information on the academy website about the implementation of this policy.

Details of the SEND information report will be placed on the academy 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.

27. Monitoring and review

The policy is reviewed on an annual basis. Any changes made to this policy will be communicated to all members of staff, parents/carers/carers of pupils with SEND, and relevant stakeholders.

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

This policy was approved by Mrs D Elliott (SENDCO) and Mrs A Hart (Interim Headteacher) in September 2026.