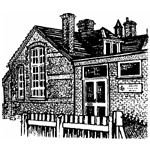
**INGOLDISTHORPE C of E VA PRIMARY SCHOOL**

**Policies**



**Original signed copies in staff room with copies on**

**Website and intranet**

**SEND Policy**

***May 2022***

Signed: Chair of Governors *Date: July 2022*

Signed:  Head teacher Date: *July 2022*

*Reviewed by Governors Summer Term 2022*

*Ratified at the July meeting.*

Policy to be reviewed Summer Term 2023.

**Contents**

|  |  |
| --- | --- |
| P3 | Statement of intent |
| P4 | Legal framework |
| P5 | Definitions  Objectives |
| P6 | Admissions |
| P7 | Roles and responsibilities;  Governing body |
| P8 | Roles and responsibilities;  Head teacher |
| P9 | Roles and responsibilities;  SENDCo |
| P10 | Roles and responsibilities;  Teachers and staff |
| P11 | Involving pupil and parents in decision making |
| P12 | Joint commissioning, planning and delivery of provision |
| P13 | Funding  Local offer |
| P14 | Identification of pupils with SEND |
| P15 | Gradual approach |
| P16 | Assessment |
| P17 | Broad areas of need |
| P18 | EHCP (educational, health and care plans) |
| P19 | Reviewing an EHCP |
| P20 | SEND tribunal and appeals |
| P21 | Transitions |
| P22 | Data and record keeping |
| P23 | Confidentiality |

**Statement of intent**

This policy outlines the framework for Ingoldisthorpe CE Primary School to meet its duty and obligation to provide a high-quality education to all of its learners, including pupils with special educational needs and/or disabilities (SEND), and to do everything we can to meet the needs of our pupils with SEND, working in consultation with parents/carers, professionals and with the pupils.

The core aim of the staff and team at Ingoldisthorpe CE Primary School will be, through the implementation of this policy, to eliminate discrimination, promote empathy, kindness and equal opportunities, ensure inclusion and foster good relationships between all pupils. Working to our ethos of being a “family school where everyone matters.”

Ingoldisthorpe C of E VA Primary School will work with Norfolk Local Authority, within the following principles which underpin this policy:

* The involvement of children, parents and young people in decision making
* The identification of children and young people’s needs
* Collaboration between education, health and social care services to provide support
* High quality provision to meet the needs of children and young people with SEND
* Greater choice and control for young people and parents over their support
* Successful preparation for adulthood, including independent living and employment

1. **Legal framework**

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

* The Children and Families Act 2014 (and related regulations)
* The Health and Social Care Act 2012
* The Equality Act 2010
* The Mental Capacity Act 2005
* The Children’s Act 1989
* The Special Educational Needs and Disability Regulations 2014
* The Special Educational Needs (Personal Budgets) Regulations 2014
* The Special Educational Needs and Disability (Detained Persons) Regulations 2015
  1. It will also consider statutory and non-statutory related guidance, including, but not limited to

the following:

* The Special Educational Needs and Disabilities Code of Practice 0-25 (2014)
* Supporting Pupils at School with Medical Conditions 2015
* Keeping Children Safe in Education 2018
* Working Together to Safeguard Children 2018
* Schools Admissions Code of Practice 2014
* Reasonable Adjustments for Disabled Pupils 2015

1. **Definitions**

2.1 In this policy, SEN signifies special educational needs specifically, and SEND signifies special educational needs and/or disabilities.

2.2 The SEND Code of Practice states that a child of compulsory school age has a special educational need if he/she has:

* *Significantly greater difficulty in learning than the majority of others of the same age.*
* *A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

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

2.4 Sensory impairments and long-term health conditions, such as diabetes, epilepsy and cancer, are included under the definition of disability. Children with such conditions do not necessarily have an SEND, but may require specialist provision, a risk assessment or a personalised plan for managing their health needs.

2.5 A pupil with a disability is covered by the SEND definition if they require special educational provision or adaptations to access education.

1. **Objectives**

3.1 Ingoldisthorpe C of E VA Primary School plans to achieve the core aim of this policy by achieving the following strategic and measurable objectives:

* To follow the graduated approach of assess, plan, do, review process outlined in the SEND Code of Practice.
* To monitor the progress of all pupils in order to aid the earliest possible identification of SEND.

1. **Admissions**

4.1 Ingoldisthorpe C of E VA Primary School will ensure it meets its duties under the Schools Admissions Code of Practice by:

* Not refusing admission for a child that has named the school in their education, health and care plan (EHCP).
* Considering applications from parents of children who have a SEND but do not have an EHCP.
* Not refusing admission for a child who has a SEND but does not have an EHCP because the school does not feel able to cater for those needs.
* Not refusing admission for a child on the grounds that they do not have an EHCP.
* Adopting fair practices and arrangements in accordance with the Schools Admissions Code for the admission of children without an EHC plan.

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

To see more information please go to the school website [https://www.ingoldisthorpeprimary.com/policies](https://www.ingoldisthorpeprimary.com)

1. **Roles and responsibilities**

**5.1 The governing body has a responsibility to:**

* Engage pupils with a SEND and their parents when drawing up policies that affect them.
* Identify, assess and make provision for all children and young people with a SEND, whether or not they have an EHCP.
* Endeavour to secure the special educational provision called for by a pupil’s SEND.
* Designate an appropriate member of staff to be the SEN coordinator (SENCo) and have responsibility for co-ordinating provision for pupils with SEND.
* Appoint a designated teacher for ‘looked after children’, currently SENDCo.
* Make reasonable adjustments for pupils with disabilities to help alleviate any disadvantage they experience because of their disability.
* Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
* Prepare the arrangements for the admission of pupils with disabilities and the facilities provided to enable access to the school for pupils with disabilities.
* Prepare the accessibility plan showing how the school plans to progressively improve access over time. Accessibility plan is available on the website and from the school office.
* Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
* Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school’s accessibility plan.
* Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils through a single point of access.
* Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with a SEND, in line with their EHCP.
* Ensure arrangements are in place to support pupils with medical conditions, during school and during extra-curricular activities.
* Ensure high quality teaching within each classroom for all learners.
* Co-operate with the Local Authority in creating and reviewing the Local Offer.
* Appoint an individual governor or sub-committee to oversee the school’s arrangements for SEND. This governor is currently Mr Andrew Nicoll, who has recently updated his training on SEND and governance.
* Prepare the SEND information report and publish it on the website annually.
* Ensure regular contact with the SENDCo to establish good working relationships between all stakeholders in regard to SEND.
* To question and review the practises and progress of all learners and provision in place for learners.

**5.2 The headteacher has a responsibility to:**

* Ensuring that those teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
* Ensuring that teachers monitor and review pupils’ progress during the course of the academic year, reporting that progress to SENDCo and SMT.
* Cooperate with the local authority during annual EHC plan reviews.
* Ensure that the SENCO has sufficient time and resources to carry out their duties.
* Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
* Appoint a designated teacher for looked after children, who will work closely to ensure that the needs of the pupils are fully understood by relevant school staff. This member of staff is currently the SENDCo.
* Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school’s performance management arrangements.
* Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the types of SEND most frequently encountered.
* Provide appropriate resources for those children to enable achievement.
* Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
* Take steps to ensure that pupils and parents are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
* Establish and maintain a culture of high expectations and including young people with SEND in all opportunities available to other pupils.
* Ensure SEND pupils have access to extra-curricular activities and are not disadvantaged by their SEND.
* Consult health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.
* Keep parents and relevant teachers up-to-date with any changes or concerns involving the pupil.
* Identify any patterns in the identification of SEND within the school and compare to national data.

**5.3 The SENCO must:**

* Be a qualified teacher with a NASENCo qualification (or complete training within 3 years of accepting the post.)
* Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
* Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
* Undertake day-to-day responsibility for the operation of SEND policy.
* Co-ordinate the specific provision made to support individual children with SEND, including those with EHC plans.
* Complete walk-in visits to assess the provision available for supporting children with SEND.
* Advise on a graduated APDR (assess, plan, do, review) approach to providing SEND support.
* Advise on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively.
* Liaise with the parents of pupils with SEND, establishing good working relationships with families/ carers.
* Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
* Be a key point of contact with external agencies, especially the LA and LA support services.
* Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
* Ensure one-page profiles are completed for pupils with SEND.
* Ensure extended profiles are used to set targets for pupils with SEND using the gradual approach to ensure progress.
* Ensuring regular meetings with parents to ensure communication between staff, pupils and parents. Ideally termly (minimum 3 times per year).
* Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
* Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
* Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
* Ensure that the school keeps the records of all pupils with SEND up-to-date.
* Inform the parents of children with SEND that SEND provision is being made where the pupil does not have an EHCP.
* Identify any patterns in the identification of SEND within the school and in comparison with national data.
* Support the class/subject teacher in the further assessment of a pupil’s particular strengths and weaknesses, and advise on effective support.
* Research and remain up-to-date with current SEND legislation, documentation and training.

**5.4 Class teachers and wider school staff must:**

* Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
* Complete a one-page profile and extended profile for each child with SEND.
* Ensure high quality communication with parents of children with SEND.
* Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
* Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and where every pupil with SEND will be able to study the full national curriculum.
* Differentiate the curriculum to cater to all learners in the class.
* Be responsible and accountable for the progress and development of the pupils in their class.
* Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
* Keep the SMT, DSL and SENDCo up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include Sean Wright, Lucy Howarth and Amy Taylor.

1. **Involving pupils and parents in decision making**

6.1 Parents of pupils with SEND are encouraged to share their knowledge of their child in a parents one page profile; the headteacher and the SENCO should give them the confidence that their views and contributions are valued and will be acted upon, where possible.

6.2 Parents will always be formally notified when the school provides their child with SEND support.

6.3 Decisions on whether the school will commission added provisions will be discussed thoroughly with the local authority, parents and, when/where appropriate, the pupil.

* Decisions about educational provision will where possible be adapted around the pupil’s education or any health treatment in order to avoid disruption.

6.4 Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

* Focus on the pupil as an individual, not their SEND label.
* Be easy for children, young people and their parents to understand
* Use clear, ordinary language and images, rather than professional jargon.
* Highlight the pupil’s strengths and capabilities rather than weaknesses.
* 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 future.
* Tailor support to the needs of the individual.
* Organise assessments to minimise demands on families.
* Bring together relevant professionals to discuss and agree together the overall approach for each individual child.

6.5 The class teacher, supported by the SENCO, will meet with pupils, and parents of pupils receiving SEND support a minimum of 3 times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

6.6. Should parents need additional meetings, this can be arranged with class teachers and the SENDCo to discuss concerns, worries and create a plan to aid the child and the family. Parents can also access information using the parents SEND report available on the school website. https://www.ingoldisthorpeprimary.com/sen-d

1. **Joint commissioning, planning, and delivery**
   1. Ingoldisthorpe C of E VA Primary School will collaborate with the local authority in exercising its duty to work together with health and social care providers. We will endeavour to Identify improved outcomes in consultation with pupils and their parents by:

* Taking early steps to prevent discrimination and hardship.
* Ensuring early identification/recognition of pupils with SEND
* Enabling access to services for pupils and their families.
* Planning how transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and beyond.
* Establishing how provision and support services will enable pupils to prepare for their future adult life.

7.2 Ingoldisthorpe C of E VA Primary School will draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

* Population and demographic data.
* Prevalence data for different kinds of SEND and disabilities among children and young people 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 children with SEND.
* An analysis of local challenges/sources of health inequalities.
  1. Ingoldisthorpe C of E VA Primary School will plan, deliver and monitor services based on how well outcomes have been met, including, but not limited to:
* Improved educational progress and outcomes for children and young people with SEND.
* Increasing the proportion of children with SEND whose needs are identified prior to school entry.
* Improved mental health and well-being support within the school.

7.4 Where pupils with SEND also have a medical condition, their provision should be planned and delivered in co-ordination with the healthcare plan and parental views.

7.5 SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes/ targets.

1. **Funding**

8.1. Ingoldisthorpe C of E VA Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

8.2 The school will manage the funding carefully and ensure that it is spent appropriately to aid progress and personal development for each pupil with SEND.

8.3 Personal budgets are allocated from the LA’s high needs funding block and Ingoldisthorpe C of E VA Primary School will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

1. **Local Offer**

9.1 Ingoldisthorpe CE Primary School will co-operate with the LA and local partners in the development and review of the Local Offer. For more information on the local offer go to https://www.norfolk.gov.uk/children-and-families/send-local-offer

1. **Identification**

10.1 To identify pupils with SEND, Ingoldisthorpe C of E VA Primary School will assess each pupil’s current skills and levels of attainment on entry.

10.2 Class teachers, supported by the senior leadership team, should seek to identify pupils making progress:

* At a significantly slower pace than their peers.
* Which fails to match or better their previous rate of progress.
* Which fails to close an attainment gap between the pupil and their peers.
* Which widens the attainment gap.

10.3 Where a pupil’s progress meets the above criteria, or is less than expected, the class teacher and the SENCO should assess whether the pupil has SEND, and this assessment must be reviewed regularly. The concerns and identification will be discussed with parents at the earliest opportunity.

10.4 The identification of SEND is also built into the overall approach to monitoring the progress and development of all pupils, as outlined in our Assessment Policy found on the school website https://www.ingoldisthorpeprimary.com/policies

10.5. If a parent believes their child may have SEND, they should make the class teachers, SENDCo and staff at Ingoldisthorpe C of E VA Primary school aware.

10.6. The school will provide extra support to pupils falling behind or making inadequate progress given their age and starting point.

10.7. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the school will assess whether a pupil has a significant learning difficulty and where appropriate, will seek additional advice and support for those children.

1. **Graduated approach**

11.1 Ingoldisthorpe C of E VA Primary School will, once a potential SEND has been identified, employ the graduated approach (assess, plan, do, review) to meeting the pupil’s needs by:

* Establishing a clear assessment of the pupil’s needs.
* Use a range of SEND assessment tools to create baseline skill set to compare to future progress
* Planning, with the pupil’s parents, the interventions and support to be put in place, as well as the expected impact on progress, development, and behaviour, along with a clear date for review.
* Ensure targets are created and aimed for, ensuring high expectations for all children.
* Implementing the interventions, with the support of the SENCO and outside agencies, where appropriate
* Reviewing the effectiveness of the interventions and making any necessary revisions.
* Keeping up-to-date results and assessments to enable accurate monitoring of each child with SEND

Diagram

Description automatically generated

1. **Assessment**

12.1. Ingoldisthorpe C of E VA Primary School will, in consultation with the pupil’s parents, request a statutory assessment of SEND where the pupil’s needs cannot be met through the resources normally available within the school.

12.2 Consideration of whether SEND provision is required should be based on the ideal desired outcomes and the views of the parents and pupil.

12.3 The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

12.4. If the decision is taken not to issue an EHCP, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil’s outcomes can be met through the school’s existing provision.

12.5. In tracking the learning and development of pupils with SEND, Ingoldisthorpe C of E VA Primary School will:

* Base decisions on the insight of the pupil and their parents.
* Set pupils stretching targets with clear observable outcomes (SMART targets).
* Track their progress towards these goals.
* Review additional or different from provision made for children with SEND.
* Promote positive personal and social development outcomes.
* Promote wellbeing and mental health progress
* Base approaches on the best possible evidence and ensure that provisions are having the required impact on progress.
  1. Where a pupil continually makes little or no progress, or is working substantially below expected levels, Ingoldisthorpe C of E VA Primary School will consult with parents before involving specialists.

12.7 Detailed assessments should identify the full range of the individual’s needs, not just the primary need.

12.8 Where possible, pupils’ needs should be defined under the SEND Code of Practice broad areas of need:

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

**Communication and interaction**

Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Children and young people with an Autistic Spectrum Disorder (ASD), including Asperger’s Syndrome (ASC), are likely to have particular difficulties with social interaction.

**Cognition and learning**

Where children and young people are recognised as learning at a slower pace than others their age, they may:

* have difficulty in understanding parts of the curriculum
* have difficulties with organisation and working memory skills
* have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy

The term ‘learning difficulties’ covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia also come under this term.

**Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:

* have difficulty in managing their relationships
* have difficulties socialising or working with other people
* be withdrawn from class, home and social situations
* behave in ways that may hinder their and other children’s learning or that
  + - * have an impact on their health and wellbeing
* struggle with low self-esteem and poor self-image
* have separation anxiety or emotional based school avoidance (EBSA)

This broad area of need includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

**Sensory and/or physical needs**

Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

Children may also have difficulties processing sensory input and need equipment such as sunglasses, ear defenders, weighted blankets, personalised timetables or low stimulus workspaces.

1. **Education, health and care plans (EHCP)**

13.1 Ingoldisthorpe C of E VA Primary School will fully co-operate with the local authority when research about the pupil is being conducted.

* The school will provide the LA with any information or evidence needed.
* All relevant teachers will be involved in contributing information to the local authority.

13.2 The school will meet its duty to respond to the local authority within 15 days, if it is named on a pupil’s EHCP.

13.3 The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process, unless it considers that admitting the child would seriously prejudice the provision of efficient education or the efficient use of resources.

13.4 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 their needs.

* All reasonable provisions will be made in order to provide high quality education.
* Relevant staff members will keep up-to-date with any necessary training.
* Staff will be briefed about any potential problems and procedures will be put into place to deal with certain situations.

13.5 The school will actively try to comply with any of the indicated recommendations, following an EHC needs assessment.

13.6 If a pupil’s needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.

* Thereafter, the head teacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
* Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made, or in line with LA deadlines

13.7 The school will ensure that any EHC plan information is kept confidential, safely stored and on a need-to-know basis only.

13.8 Information regarding a pupil’s EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.

13.9 Ingoldisthorpe C of E VA Primary School will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

* Where necessary, the school will provide support from an advocate to ensure the pupil’s views are heard and acknowledged.
* The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

1. **Reviewing an EHC plan**

14.1 Ingoldisthorpe C of E VA Primary School will:

* Co-operate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
* Ensure that the appropriate people are given at least two weeks’ notice of the date of the meeting, with all paperwork distributed with fair notice and time to read.
* Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
* Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
* Co-operate with the local authority during annual reviews.
* Lead the review of the EHC plan in order to engender the greatest confidence amongst pupils and their family.
* Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
* Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
* Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
* Clarify to the parents and pupils that they have the right to appeal the decisions made in regards to the EHC plan.
* Keep in contact with parents to ensure draft EHC plans are accurate and updated correctly.
* Ensure that a review of a pupil’s EHC plan is undertaken at least seven months before transfer to another phase of education.
* Ensure that parents are aware of their right to call a EHCP annual review at any point during the academic year.

1. **SEND tribunal**

15.1 All disagreements about an EHCP will be attempted to be resolved as quickly as possible, without the pupil’s education suffering or being disadvantaged.

15.2 In all cases, the schools written complaints procedure will be followed, allowing for a complaint to be considered informally at first with staff and then escalated to the head before a complaint is made to the governors.

15.3 Following a parent’s serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately in order to seek disagreement resolution advice, regardless of a EHC plan being place or not.

* Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
* Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

15.4 Ingoldisthorpe C of E VA Primary School will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

15.5 Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.

15.6 If disagreements are not resolved at a local level, the case will be referred to the Education Funding Agency.

15.7 The school will fully co-operate with the local authority by providing any evidence or information that is relevant and related to the child and family in question.

15.8 All staff involved in the care of the pupil will co-operate with parents in order to provide the pupil with the highest standard of support and education.

1. **Transitions**

16.1 Ingoldisthorpe C of E VA Primary School will ensure that the pupil is supported to make a smooth transition to whatever setting they are attending next, e.g. moving on to higher education, high school, home schooling.

16.2 Ingoldisthorpe C of E VA Primary School will engage with secondary schools and further education providers in order to help plan for any transitions.

16.3 Pupils with SEND will have the opportunity for extended and exceptional transition days to their new setting.

16.4 The school will transfer all relevant information about the pupil to any educational institution that the pupil is transferring to.

16.5 If the pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary.

16.6 If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHCP in place, for children who face barriers to participate in mainstream education.

16.7 Ingoldisthorpe C of E VA Primary School will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 8-11, including:

* Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.
* Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
* Securing access to independent, face-to-face support for pupils with SEND to make successful transitions.
* Ensuring high quality discussions with new settings SENDCo to ensure sharing of information and adequate planning for transition.

1. **Data and record keeping**

17.1 Ingoldisthorpe C of E VA Primary School will:

* Include and keep details of SEND outcomes, actions, 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 records of communications with parents, professionals and LA.
* Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
* Maintain and adapt the school monitoring list and the SEND register
* Show all the provision the school makes which is different from or additional to that which is offered through the school curriculum on a provision map.

17.2 Ingoldisthorpe C of E VA Primary School keeps data on the levels and types of need within the school and makes this available to the LA. It is also featured on the schools SEN report to parents.

17.3 The SEND information report must be prepared by the governing body, and must be published on the school website; it must include all the information outlined in paragraph 6.79 and 6.80 of the SEND Code of Practice.

1. **Confidentiality**

18.1 Ingoldisthorpe C of E VA Primary School will not disclose any information from the EHC plan without the consent of the pupil’s parents, with the exception of 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 the purpose of 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 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 disabled student’s allowance in advance of taking up a place in higher education.
* To the headteacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

For further information please visit the school website [www.ingoldisthorpeprimary.com](http://www.ingoldisthorpeprimary.com)