



Special Educational Needs and Disabilities (SEND) Policy

Harlescott House School

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Headteacher | Education Director

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Statement of intent

Harlescott House School is an independent SEND school in England for pupils with special educational needs and disabilities, including pupils with Education, Health and Care plans and complex, overlapping needs. All pupils attending the school have identified SEND and require specialist, personalised provision to access education, develop independence, remain safe and make progress from their individual starting points.

This policy sets out how the school meets its duties under SEND legislation, the Equality Act 2010, the Independent School Standards, safeguarding guidance and local authority placement arrangements. It applies to every pupil at the school and should be read in the context of a specialist setting where pupils may have complex communication, cognition and learning, social, emotional and mental health, sensory, physical, medical, neurodevelopmental and trauma-related needs.

The school's approach is pupil-centred, trauma-informed, communication-aware and multi-agency. Provision is planned from each pupil's EHC plan, professional advice, risk assessments, sensory and communication profiles, personal learning plans, behaviour support plans and the views of pupils, parents and carers.

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

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

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

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

Legal framework

This policy has due regard to all relevant legislation and regulatory requirements applicable to independent schools and independent special schools in England, including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024
- The Education (Independent School Standards) Regulations 2014, including the Independent School Standards relating to quality of education, welfare, health and safety, premises, provision of information, complaints and leadership and management.
- The Non-Maintained Special Schools (England) Regulations 2015, where applicable to the school's registration, approval or placement arrangements.
- The Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025, where restrictive intervention, seclusion or restraint is used by the school.

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2026) 'Working Together to Safeguard Children 2026'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'
- DfE (2026) 'Independent School Standards: guidance for independent schools'.
- DfE (2026) 'Keeping children safe in education 2026', which the school will apply from 1 September 2026, while continuing to use the 2025 version until 31 August 2026.
- DfE (2026) 'Working Together to Safeguard Children 2026: statutory framework'.

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

Objectives

As an independent SEND school for pupils with EHC plans and complex needs, the school will identify, assess, plan, deliver and review specialist provision in accordance with each pupil's EHC plan, professional advice, contractual placement arrangements, safeguarding needs, the SEND Code of Practice and the Independent School Standards. Through the implementation of this policy, the school will:

- Provide specialist education, therapeutic-informed support and reasonable adjustments so that every pupil can access a broad, balanced, ambitious and appropriately adapted curriculum.
- Ensure pupils are supported to participate safely and meaningfully in school life, enrichment, trips, social opportunities and preparation for adulthood, with adaptations made for complex needs.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Maintain a specialist whole-school provision model in which every member of staff understands that all pupils have SEND and that support must be consistent, personalised, evidence-informed and reviewed regularly.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for pupils with SEND.
 - Information required under Part 6 of the Independent School Standards, including information about the school's SEND provision, policies, inspection reports, complaints procedure and contact details for the proprietor.

Roles and responsibilities

The proprietor 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 Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high-quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

In enacting this policy, the Headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the education director to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.

- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the SENCO is a qualified teacher and meets the mandatory SENCO qualification requirements. A SENCO newly appointed on or after 1 September 2024 must complete the National Professional Qualification for SENCOs within three years of appointment, unless transitional arrangements apply for completion of the former National Award for SEN Coordination.
- 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 SENCO will be responsible for:

- Collaborating with the education director and Headteacher, as part of the Headteacher, to determine the strategic development of the SEND policy and provision in the school.
- 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 early years providers, 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 school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Overseeing the translation of each pupil's EHC plan into day-to-day provision, including personal learning targets, communication strategies, sensory regulation plans, risk assessments, behaviour support plans, therapeutic recommendations and annual review evidence.
- 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.

Teachers will be responsible for:

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

- Implementing each pupil's individual strategies consistently, including communication supports, sensory regulation approaches, emotional regulation plans, medical protocols, positive behaviour support and safeguarding responses.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher.

Identifying SEND

The school recognises that early identification and effective provision improve 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 SEN Information Report.

With the support of the Headteacher, 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

Because all pupils at Harlescott House School have SEND and an EHC plan, identification is not limited to deciding whether a pupil has SEND. The school's focus is on understanding the pupil's full and changing profile of need, including co-occurring and complex needs, the impact of trauma or adverse childhood experiences, communication differences, sensory processing, mental health, medical needs, learning profile, risk and protective factors.

Assessment information will be drawn from EHC plans, annual reviews, baseline assessments, observation, pupil voice, parent and carer views, professional reports, safeguarding information, behaviour analysis, attendance information and health or therapy advice. This information will be used to update provision and remove barriers to learning, safety and participation.

Safeguarding

The school recognises, in line with Working Together to Safeguard Children 2026 and Keeping Children Safe in Education, that safeguarding is a shared responsibility and that pupils with SEND, disabilities, communication needs, complex needs and vulnerabilities may face increased risks of abuse, neglect, exploitation and harm. Safeguarding practice will be child-centred, whole-family aware, anti-discriminatory and informed by each pupil's developmental stage, communication profile and lived experience.

- 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 can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.

- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

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

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.

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

The education director and Headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENCO.

The school will ensure safeguarding practice takes specific account of pupils' communication needs, cognitive profile, sensory needs, medical needs and behavioural presentation. Staff will not assume that changes in presentation, injury, distress, withdrawal, communication or behaviour are solely attributable to SEND or disability; concerns will be explored and recorded in line with the Child Protection and Safeguarding Policy.

In line with Working Together to Safeguard Children 2026, the school will work with safeguarding partners, children's social care, health professionals, police, local authorities and placing authorities to identify need, share information lawfully, provide or contribute to Family Help where appropriate, and make referrals where a child may need protection or statutory intervention.

Staff will be alert to complex and overlapping harms, including domestic abuse, coercive control, child-on-child abuse, harmful sexual behaviour, online harm, exploitation, bullying, discrimination, neglect, mental health concerns, self-harm, suicidal ideation and risks that may be hidden or masked by disability, communication differences, sensory needs or behaviour that challenges.

Where restrictive intervention, reasonable force, restraint or seclusion is used, this will only be as a last resort to prevent harm, will be proportionate to the risk, will be carried out by trained staff, and will be recorded, reviewed and reported in accordance with the school's Behaviour Policy, Physical Intervention Policy, safeguarding duties and the Schools (Recording and Reporting of Seclusion and Restraint) Regulations 2025.

SEND support

The school is a specialist SEND setting. All pupils have SEND, complex needs and EHC plans; therefore SEND support is not an additional pathway for a minority of pupils but the core operating model of the school. High-quality specialist teaching, adaptive practice, therapeutic-informed support and personalised provision are embedded across the curriculum and school day.

Teachers at the school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan 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 teaching assistants or specialist staff.

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 a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

For pupils with EHC plans, the assess, plan, do, review cycle will sit alongside statutory annual review arrangements and will be used to monitor whether the provision in the EHC plan is being delivered, whether it remains effective, and whether further advice, amendments or emergency review are required.

- **Assess: establishing a clear assessment of the pupil's needs**
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do: implementing the agreed interventions and support**
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN 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.

The school will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

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.

Admissions

The school admits pupils whose needs can be appropriately met within its registered provision as an independent SEND school. Admissions and placements will comply with the Equality Act 2010, the Independent School Standards, the statutory consultation process for pupils with EHC plans, local authority commissioning arrangements and the school's Admissions Policy. The school will:

- Consider each consultation or referral carefully against the pupil's EHC plan, professional advice, risk profile, age, ability, aptitude, SEND, safeguarding needs and the school's registered provision.
- Not refusing admission for a child that has named the school in their EHC plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Provide clear, evidence-based responses to local authority consultations, including any information about suitability, required provision, reasonable adjustments, health and safety risks, staffing, therapeutic input and compatibility with the efficient education and safety of others.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.

- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admission and placement of pupils with SEND are outlined in the Admissions Policy and will be published or made available in accordance with the Independent School Standards. The school will make reasonable adjustments to admissions processes, assessments, visits and transition arrangements to avoid placing disabled applicants at a substantial disadvantage.

Transition

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

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

Involving pupils and parents in decision-making

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

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will meet with the parents three times each year.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

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

Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

For every pupil, the school will maintain a clear provision record showing how the special educational provision specified in the EHC plan is delivered across the week, who is responsible for delivery, how progress is monitored and how staff are informed of changes.

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

Funding for SEND support

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.

EHC needs assessments and plans

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

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

As part of the EHC needs assessment, the school will meet its duty by:

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

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

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

Where the local authority names the school in an EHC plan, the school will admit the pupil and will ensure that all staff teaching or working with the pupil understand the pupil's needs, the specified provision, any associated risks, and the arrangements in place to meet those needs. Where the school is consulted about being named in an EHC plan, it will respond within the required consultation timescale and provide clear evidence if it considers that the placement would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or incompatible with the efficient education of others or the efficient use of resources.

Where a pupil's needs escalate, provision is no longer effective, risk changes materially, or the EHC plan no longer accurately reflects the pupil's needs or provision, the school will request an early or emergency review with the placing local authority and relevant professionals.

Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

Annual reviews will be person-centred and will consider education, health, social care, safeguarding, attendance, behaviour, communication, sensory regulation, therapy, mental health, preparation for adulthood and whether the current placement remains appropriate for the pupil's complex needs.

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 representatives from the LA SEN, social care and health services.
- 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.
- 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 pupils and their parents.
- Prepare and send a 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 pupil 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'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 education director or Headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

Supporting successful preparation for adulthood

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

The school will:

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

The school will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with FE providers as necessary to help plan for any transitions.
- Ensure pupils from Year 8 until Year 13 are provided with independent careers guidance.

The school's Careers Policy details how the school will fulfil its statutory duties under section 42 of the Education Act 1997 and work with pupils with SEND to ensure they are prepared for the workplace.

Managing complaints

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

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

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

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

Staff training and improving practice

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

Training will include, as appropriate to staff roles, adaptive teaching, communication approaches, autism-informed practice, trauma-informed practice, sensory regulation, medical needs, safeguarding pupils with SEND, mental health, behaviour support, positive handling and the safe recording and reporting of restrictive interventions.

All staff will receive training proportionate to their role on Working Together to Safeguard Children 2026, Keeping Children Safe in Education, safeguarding pupils with SEND, recognising hidden and overlapping harms, information sharing, child-centred recording, anti-discriminatory practice and multi-agency referral pathways.

The school SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

Use of data and record-keeping

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

The school's records will:

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

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

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.

Sharing information

The school will share required information about this policy, SEND provision and related arrangements with parents, placing local authorities, staff and relevant professionals. Information will be published on the school website or otherwise made available in accordance with Part 6 of the Independent School Standards.

The information shared will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

Joint commissioning, planning, and delivery

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

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

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

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

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

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

Local Offer

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

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The 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.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

Monitoring and review

This policy will be reviewed at least annually by the Headteacher in conjunction with the education director and proprietor. It will also be reviewed sooner where there are changes to SEND legislation, Working Together to Safeguard Children, Keeping Children Safe in Education, the Independent School Standards, safeguarding guidance, inspection expectations, local authority commissioning requirements, restrictive intervention requirements or the needs of the school population.

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

The next scheduled review date for this policy is 06/08/2027.