Special Educational Needs and Disabilities (SEND) Policy

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Statement of intent

Stewart Fleming values all pupils and celebrates diversity of experience, interest and achievement. Our school motto is *Safe - Happy - Learning* and this is what we strive for every child in our school. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

This policy outlines the framework for the school to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

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

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between pupils with SEND and pupils without SEND

The school will work with the Trust, the Local Authority, our stakeholders and all relevant agencies, within the following principles, which underpin this policy:

- The involvement of pupils and their parents/carers in decision-making
- The identification of pupils' needs
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Successful preparation for adulthood, including independent living and employment

The Pioneer Academy Vision

We put children first, pioneering excellence and championing each and every child.

The Pioneer Academy SEND Toolkit

At The Pioneer Academy we believe that all children should have equal access to a broad and balanced curriculum which provides opportunities for them to achieve and succeed to their full potential. We recognise that children learn at a different rate and in different ways and therefore we ensure that they are taught using a full range of learning styles in order for them to develop intellectually, emotionally, socially, artistically, physically and spiritually. The Pioneer Academy, with a focus on care and guidance, is proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

We believe that children with SEND have the greatest need for excellent teaching and are entitled to a provision which supports achievement at, and enjoyment of, school. Our aim is to support staff to do this by providing them with relevant continuing professional development and the skills needed to make the biggest possible impact.

The focus of the TPA SEND Toolkit is on supporting SENDCos, teachers and support staff, working in close partnership with parents/carers and appropriate professionals, to deliver high quality teaching and learning in our classrooms. This ensures that all pupils, especially those with SEND, are full members of the school community who experience a rich and positive experience during their time with us. We hope that the TPA SEND toolkit, along with an ongoing programme of continuing professional development and support, will empower staff to develop great classroom practice which will enhance the learning experience of every pupil.

Legal framework

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)

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 (2025) 'Keeping children safe in education 2025'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- Equality and Human Rights Commission (EHRC) 2015 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies and documents:

- Admissions Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Exclusion and Suspension Policy
- Equality Statement

- Behaviour Policy
- Concerns and Complaints Procedures Policy
- Accessibility Policy
- EAL Policy
- TPA SEND Toolkit
- Mental Health and Emotional Wellbeing Policy

Identifying SEND

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for the pupils.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

Definitions

For 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.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

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.
The school reviews how well equipped we are to provide support across the following areas:

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

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENDCo will work with pupils, parents/carers, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning
Pupils with learning difficulties may require support – the school will use a range of support strategies including one-to-one learning support where necessary.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENDCo will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties
Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying behaviours as a result of feeling distressed. The school recognises that these behaviours may reflect underlying mental health difficulties and the school will support pupils with these difficulties.

The school will ensure that provisions and allowances are made (using personalised wellbeing/behaviour plans) for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behaviour Policy, including how we will manage the effect of any distressed behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs
Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCo will ensure that their support needs are being met.

Objectives

The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND

Roles and responsibilities

The school board will be responsible for:

- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised, in line with the Equality Statement.
- Ensuring the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Ensuring that the Accessibility Plan, shows how the school intends to progressively improve access over time.
- Ensuring that annual information is published, setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils.
- Ensuring that suitable, full-time education is provided from the sixth day of a fixed permanent exclusion of a pupil with SEND.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Supporting Pupils with Medical Conditions Policy.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Ensuring that the SEND information report is reviewed and published on the website.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

The headteacher will be responsible for:

- Designating an appropriate member of staff to be the SENDCo and having responsibility for coordinating provision for pupils with SEND.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Providing the SENDCo with sufficient resources, administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Appointing a designated teacher for CLA, who will work closely with the SENDCo to ensure that the needs of the pupils are fully understood by relevant school staff.
- 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.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Keeping parents/carers and relevant teachers up-to-date with any changes or concerns involving a pupil, considering the school's GDPR protocols.
- Communicating with pupils with SEND and their parents/carers when reviewing policies that affect them.

- Reporting to the school board on the impact of SEND policies and procedures.
- Ensuring that the SENDCo is provided with training on a regular basis.

The SENDCo will be responsible for:

- Having day-to-day responsibility for the coordination and record keeping of SEND provision to support individual pupils. This will involve supporting children in class and in small groups if necessary.
- Promoting an inclusive culture for all pupils in the school. Driving this culture with all staff and providing challenge to those who do not embrace an inclusive culture.
- Quality assuring the provision for pupils with SEND and measuring the impact of provision
- Advising class teachers on strategies to support pupils, who may or may not have diagnosed SEND, using the graduated approach to providing SEND support.
- Being involved in decisions about the effective deployment of the school's delegated budget, support staff and other resources to meet pupils' needs effectively.
- Liaising with the parents/carers of pupils in line with the requirements of The Pioneer Academy SEND Policy and the SEND Code of Practice 2015.
- Being the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted and developed.
- Working with the Headteacher and senior leaders to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements for assessments.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.
- Working in partnership with senior leaders to manage and keep records of complex and confidential procedures, including EHCPs, referrals to social services etc.
- Ensuring that the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.
- Undertaking training and CPD in line with the school development plan, to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensuring the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
- Having a sound knowledge of how relevant legislation, including the 'SEND Code of Practice', impacts the school's SEND provision.
- Understanding and responding to how the needs of pupils with SEND change as they progress through their time in school.
- Participating in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.
- Liaising with the Headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- Keeping up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.

- Monitoring teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.
- Assisting the wider inclusion team and senior leaders in driving a continuous and consistent partnership-wide focus on pupils' educational and emotional achievement, using agreed benchmarks to monitor progress.
- Supporting identified staff members to improve practice in teaching and learning of SEND.
- Leading by example to motivate and work with others, providing relevant training where identified
- Ensuring that education support staff have regular communication and interventions are monitored half termly.
- Contributing to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
- Teachers will be responsible for:
- Being accountable for the progress and development of the pupils in their class.
- Ensuring every pupil with SEND is able to study the full national curriculum.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Planning and reviewing support (including planning for and directing adult support/one-to-one support) for pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCo and, where appropriate, the pupils themselves.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo.
- Keeping the SENDCo and other members of SLT up-to-date with any changes in behaviour, academic developments and causes of concern.
- Promoting a culture and ethos of challenge and support where all pupils can achieve success
- Promoting the inclusion and acceptance of all pupils within the classrooms.
- Encouraging pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance.
- Following agreed protocol, provide feedback to pupils in relation to their progress towards agreed targets.

Children with specific circumstances

CLA – Children Looked After

Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

The school recognises that pupils that are 'looked after' are more likely to have SEND, and it is likely that a significant proportion of them will have an EHC plan.

The school has a designated teacher for coordinating the support for CLA.

Where that role is carried out by a person other than the SENDCo, designated teachers for CLA will work closely with the SENDCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL – English as an Additional Language
The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The school appreciates 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 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.

Further information about the provision for pupils with EAL can be found in the EAL Policy.

Admissions

Our Admission Policy is on the school website and makes clear that children with SEND will be treated fairly and will not be discriminated against or disadvantaged.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan (EHCP) where it has been and named by the Local Authority.

If a parent/carer makes a request for a particular school or nursery the Local Authority must consult this establishment and must name that school in the pupil's EHCP unless

- It would be unsuitable for the age, ability, aptitude or SEND of the child

Or

- The attendance of the child would be incompatible with the efficient education of others at the school
- Or is incompatible with the efficient use of resources

If any of these conditions apply, the Local Authority is not required to name the requested school in the EHCP.

Involving pupils and parents/carers in decision-making

Parents/carers of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENDCo will aim to give them the confidence that their views and contributions are valued and will be acted upon.

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

Decisions on whether the school will commission added provisions will be discussed thoroughly with parents/carers and, when appropriate, the pupil involved.

Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that the school implements will help parents/carers 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/carers 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/carers.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported in a variety of ways by the SENDCo, will meet with pupils and their parents/carers three times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental/carer responsibilities.

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 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.

Funding

The 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.

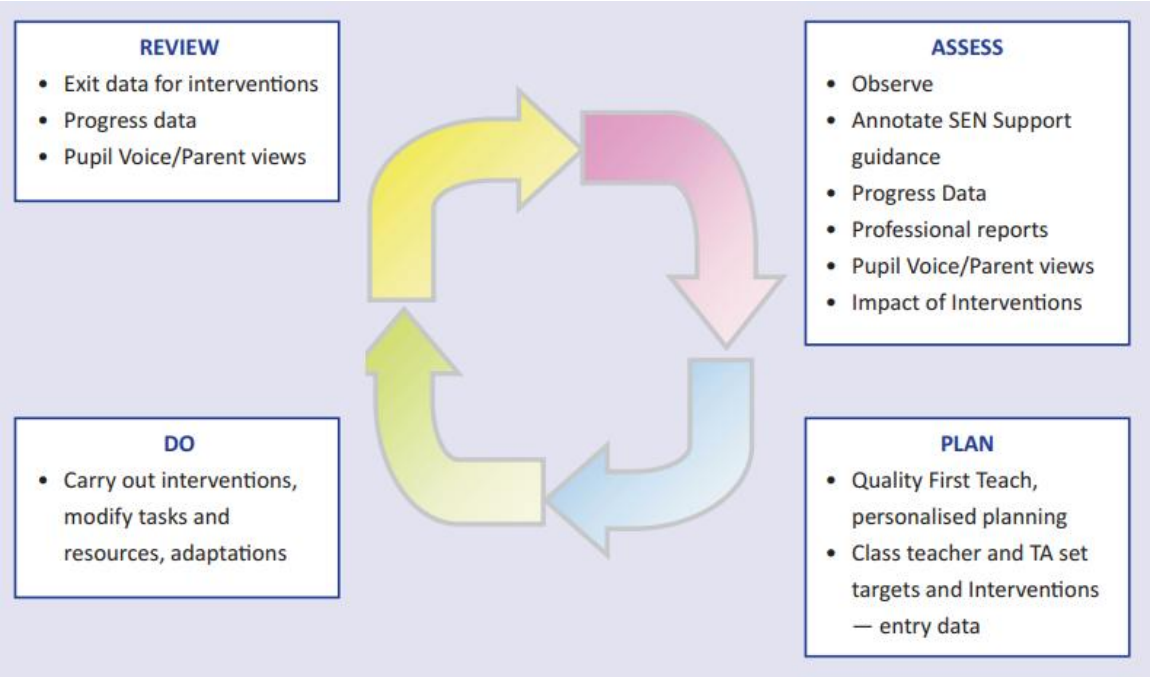
Local Offer

The LA's Local Offer can be found here:
https://bromleysend.org/

Graduated approach

Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Assess – Establishing a clear assessment of the pupil's needs.
- Plan – Planning, with the pupil's parents/carers, 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.
- Do – Implementing the interventions, with the support of the SENDCo.
- Review – Reviewing the effectiveness of the interventions and making any necessary revisions.



Statutory Assessment

The school will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents/carers and pupil.

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

The school will gather advice from relevant professionals about the pupil concerned, including 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.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents/carers.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Assessments will aim to identify the full range of the individual's needs, not just the primary need. Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

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

EHC plans

The school will work with the LA when information about the pupil is being sought. The school will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

Where the LA provides a pupil with an EHC plan, the school will involve the parents/carers 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.

Staff will be briefed about any needs and the provisions in place to address those needs. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan. The school will take steps to ensure that pupils and parents/carers 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/carers are consistently kept involved throughout the implementation of an EHC plan.

The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

Reviewing the EHC plan

The school will:

- Carry out an annual review of an EHC Plan, as a minimum, every 12 months.
- Organise and host the annual review meeting.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- 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/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.

SEND tribunal

The school will resolve disagreements about an EHC plan as quickly as possible, without the pupil's education being impacted.

In all cases, the school's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

Following a parent/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.

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'.

Training

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCo and representatives from The Pioneer Academy Trust, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

The TPA SEND Toolkit is a resource that teaching staff and support staff can access to learn more about an area of need and to research about strategies that can be put into practice to support a child. This upskills the teams in school.

Coaching is a powerful form of Continuing Professional Development (CPD) that all staff have access to and it is moving the school towards a process where staff are supported to drive their own self-reflection and improvement progress.

Training for staff will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENDCo
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

Safeguarding

The school recognises that evidence shows children with SEND can be more vulnerable to abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.
- May find it more difficult to recognise and report abuse

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though 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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

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

Transferring between different phases of education

The SENDCo will liaise with previous settings or the next setting for pupils with SEND. Information to support a smooth transition will be shared so that the receiving school is prepared to meet the child's needs. Where appropriate, additional visits and resources such as transition books can be arranged for pupils.

EHC plans 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 phase.

The review and amendments will be completed in the spring term in the calendar year of the transfer at the latest for transfers into or between schools.

Data and record keeping

The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

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

The SEND information report will be prepared, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with the school's Data Protection Policy.

Confidentiality

The school will not disclose any information without the consent of the pupil's parents/carers, except for disclosure:

- To relevant staff within the school setting
- To a SEND tribunal when parents/carers 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 Higher Education.
- To the Headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Resolving disagreements

The school is committed to resolving disagreements between parents/carers and the school.
In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The school's Complaints Procedures Policy will be published on the school website.

Complaints or disagreements regarding EHC Plans, are handled by the Local Authority and details of this can be found on each Local Authorities Local Offer webpage.

Publishing information

The school will publish information on the school website about the implementation of this policy. The school will publish details of the SEND information report on the school 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.

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 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.

Glossary of acronyms

CPD	Continuing Professional Development
DfE	Department for Education
DSL	Designated Safeguarding Lead
EAL	English as an Additional Language
EHCP	Education Health Care Plan
GDPR	General Data Protection Regulation
LA	Local Authority
MLD	Moderate Learning Difficulty
PMLD	Profound and Multiple Learning Difficulties
SEMH	Social Emotional and Mental Health
SpLD	Specific Learning Difficulties
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Coordinator
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SLT	Senior Leadership Team
TPA	The Pioneer Academy
VI	Visual Impairment