

Special Educational Needs and Disabilities (SEND)

Date: September 2026

Review Date: September 2027

Relating to all Academies/school specific of the
Advance Learning Partnership Multi Academy Trust

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This policy coordinates with:

- Admissions Policy
- Data Protection Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding Policy
- Careers Policy
- Exclusion Policy
- Behaviour Policy
- Complaints Policy
- Accessibility Plan
- Information Management and Data Retention

Please note this is not an exhaustive list and does not include all academy specific policies.

Statement of Intent

ALP academies are committed to the academic and personal development of all pupils regardless of ability. We recognise the diverse and individual needs of all our pupils and consider the additional support required by those children with Special Educational Needs and Disabilities (SEND).

ALP adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils. We are committed to ensuring that pupils with SEND achieve their full potential.

We believe in positive intervention, removing barriers to learning, raising expectations, and accelerating levels of achievement. As a multi-academy trust, we also work in partnership with other agencies to ensure that all our SEND pupils have a positive educational experience.

This policy outlines the framework for ALP academies to meet its duty, obligation, and principal equality values to provide a high-quality education to all 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, ALP academies aim to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Use their best endeavours to secure the special education provision required by the pupils with SEND, in accordance with Section 66 of the Children and Families Act 2014.

ALP academies will work 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
- Greater choice and control for pupils and their parents / carers over their support
- Successful preparation for adulthood, including independent living and employment

Legal Framework

This policy has due regard to all relevant legislation 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 2024
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- UK GDPR
- Data Protection Act 2018
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

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 (2014) 'Supporting pupils at school with medical conditions' (Updated 2017)
- DfE (2023) 'Working Together to Safeguard Children (updates 2026)
- DfE (2021) 'Promoting and supporting mental health and wellbeing in schools and colleges' (Amended 2026)
- DfE (2021) 'School Admissions Code'
- DfE 'Keeping Children Safe In Education' (2025)
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

Identifying SEND

ALP academies have a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improve long-term outcomes for the pupils.

With the support of the SLT (Senior Leadership Team), 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.

ALP academies review 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.

ALP academies recognise that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have 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 – ALP academies will offer one-to-one learning support where necessary.

ALP academies understand 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 challenging, disruptive and disturbing behaviour. ALP academies recognise that these behaviours may reflect underlying mental

health difficulties such as anxiety or depression, and the academy will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

ALP academies will ensure that provisions and allowances are made 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 disruptive behaviour so that it does not adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder pupils from using ALP academy facilities, such as vision impairment (VI), do not necessarily have SEND. ALP academies 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 academies recognise, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether their impairment falls under the SEND definition, and the SENDCo will ensure that their support needs are being met.

Objectives

ALP academies 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 Academy Council will be responsible for:

- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.
- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised in line with the Equalities Act.
- Regularly monitoring the academy's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents / carers and pupils.
- Ensuring arrangements are in place to support pupils at academy with medical conditions, in line with the Supporting Pupils with Medical Conditions Policy.
- Ensuring that the academy's Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

The Headteacher will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Appointing a designated teacher for LAC (Looked After Children), where appropriate.
- 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.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENDCo has sufficient time and resources to carry out their functions.
- Providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure the SENDCo has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Assisting the academy council in appointing a designated teacher for LAC, where appropriate, who will work closely with the SENDCo to ensure that the needs of the pupils are fully understood by relevant academy staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the academy's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the academy do not directly or indirectly discriminate against pupils with SEND.
- Ensuring behaviour policies include **reasonable adjustments** for pupils with SEND.
- Ensuring that pupils with SEND and their parents / carers are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
- 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.
- Consulting health and social care professionals, pupils, and parents / carers to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents / carers and relevant teachers up to date with any changes or concerns involving a pupil.
- Identifying any patterns in the identification of SEND within the academy and comparing these with national data.
- Reporting to the academy council on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENDCo is provided with training, with an emphasis on mental health.

The SENDCo will be responsible for:

- Collaborating with the academy council and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the academy.

- Working with the relevant governors and the Headteacher to ensure that the academy meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of this SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the academy's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents / carers of pupils with SEND.
- Liaising with early years providers, other academies, 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 / carers are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents / carers and other agencies, including SEND charities.
- 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.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the academy, together with those who do not have SEND.
- Ensuring that the academy keeps the records of all pupils with SEND up to date, in line with the Data Protection Policy.
- Informing the parents / carers of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the Headteacher, identifying any patterns in the identification of SEND within the academy and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of support.

The DSL will be responsible for:

- Liaising with the Headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENDCo where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents / carers and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.

- Working with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents / carers, the SENDCo 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 SENDCo.
- 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.

Early years pupils with SEND [if EY applicable to academy setting]

ALP academies will comply with the **EYFS Statutory Framework (2024)** and the SEND Code of Practice (0–25) and will ensure all staff who work with young children are alert to emerging difficulties and respond early. The academy will also ensure staff listen and understand when parents/carers express concerns about their child's development. The academy will listen to any concerns raised by children themselves.

ALP academies will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that the academy offers alongside children who do not have SEND.
- The SENDCo is responsible for coordinating SEND provision.
- Parents/carers are informed when the academy makes special educational provision for their child. A report is prepared and sent to parents/carers that includes the following:
 - The implementation of our SEND Policy
 - Our arrangements for the admission of children with SEND
 - The steps being taken to prevent children with SEND from being treated less favourably than others
 - The facilities provided to enable access to the academy for children with SEND

- Our Accessibility Plan, showing how we plan to improve access over time

Early Years Provision (9-months+) Compliance

The Trust's Early Years provision will implement the SEND Code of Practice (0–25) with explicit consideration for children aged 0–2 and 2–4 years. The following will apply:

- A key person will oversee the child's developmental progress, working closely with the SENDCO and parents.
- Universal EYFS assessment checkpoints (age 2 check and ongoing formative assessments) will be used to identify emerging SEND.
- Individual support plans may be used for Early Years children who require additional adjustments prior to the threshold for SEND support.
- Where specialist equipment or adaptations are needed, the Trust will ensure safe and developmentally appropriate provision (e.g., adaptive seating, sensory resources).
- Reasonable adjustments will be made to enable babies and toddlers with SEND to access play-based learning safely.
- Where changes to usual safe sleeping may apply, reasonable adjustments will be implemented in accordance with parent/carer and medical advice (see Sleep Policy).

Children with specific circumstances

LAC

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

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

ALP academies has a designated member of staff for coordinating the support for LAC.

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

EAL (English as an Additional Language)

ALP academies will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

ALP academies will consider the pupil within the context of their home, culture and community.

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

ALP academies appreciate 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.

ALP academies 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.

Admissions

The academy will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named an ALP academy in their EHC plan.
- Considering applications from parents/carers of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the academy does not feel able to cater for those needs.
- 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 academy uniform and trips do not discourage parents/carers of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'Academy Admissions Code' for the admission of children without an EHC plan.
- Ensuring the academy'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 admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the academy website.

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 ALP academies provide their child with SEND support.

Decisions on whether ALP academies will commission added provisions will be discussed thoroughly with the 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 ALP academies implement 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 by the SENDCo, will meet with pupils and their parents / carers throughout the year to set clear outcomes, review progress, discuss activities and support, and identify parents / carers responsibilities.

Joint commissioning, planning and delivery

ALP academies are committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

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

ALP academies will meet 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).

ALP academies 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 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 pupils with SEND.
- An analysis of local challenges or sources of health inequalities.
- The Data Protection Policy will be adhered to at all times.

The academy 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 academy 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.

Graduated approach

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

- Establishing a clear assessment of the pupil's needs.
- 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.
- Implementing the interventions, with the support of the SENDCo.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

Assessment

ALP academies 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 academy.

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.

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

ALP academies 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 academy 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.

Detailed assessments will identify the full range of the individual's needs.

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.

Where a pupil continually makes little or no progress, or is working significantly below expected levels, ALP academies will consult with parents/carers before involving specialists.

Training

Relevant staff members will keep up to date with any necessary training, which will be provided by the SENDCo 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.

Mental health will be a key consideration for all training that the SENDCo participates in, along with any training that staff are given.

On induction staff will meet the SENDCo and receive relevant training to support SEND provision.

Promoting mental health and wellbeing

ALP academies recognise that Social, Emotional and Mental Health (SEMH) needs may present as challenging behaviour. ALP academies will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum, through reasonable adjustments and supportive strategies.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a pupil requires such services. Where appropriate, ALP academies will support parents/carers in the management and development of their child.

When in-academy intervention is not appropriate, referrals and commissioning will be used instead. ALP academies will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-academy support will be offered. This may include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An IHP. All academies must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

ALP academies will consider whether disruptive behaviour is a manifestation of SEMH needs.

ALP academies will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

EHC plans

ALP academies will fully cooperate with the LA when research about the pupil is being conducted. The academy 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, ALP academies will involve the parents / carers and the pupil in discussions surrounding how academies 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.

ALP academies will meet its duty to provide views on a draft EHC plan within 15 days. If the decision is taken not to issue an EHC plan, the academy will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the academy's existing provision.

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

All reasonable provisions will be taken by the academy to provide a high standard of education.

The academy will 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 academy will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, The Academy Council or Headteacher 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.

ALP academies 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. ALP academies will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.

ALP academies will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

Reviewing the EHC plan

ALP academies will:

- Cooperate with the 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 notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at academies to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and share information gathered to the necessary parties, in advance of the meeting, to meet required timescales.
- Prepare and send a report of the meeting to everyone invited, 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 allowing sufficient time to comment and make representations, within required timescales.

- Clarify to the parents/carers and pupil that they have the right to appeal the decisions made regarding the EHC plan.

Safeguarding those with SEND

ALP academies recognises that evidence shows children with SEND are at a greater risk of 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.

ALP academies 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Headteacher will ensure that the Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour 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

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 by 15 February in the calendar year of the transfer at the latest for transfers into or between schools.

The key transfers are as follows:

- Early years provider to school
- Infant school to junior school
- Primary school to secondary school
- Secondary school to further education and/or employment

For pupils moving from secondary school to a post-16 setting or apprenticeship, the review and any amendments to the EHC plan, including specifying the post-16 provision and naming the setting, must be completed by the 31 March in the calendar year of the transfer.

SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

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

Following a parents/carers' serious complaint or disagreement about the SEND provisions being supplied to a pupil, the academy 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.
- Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision if the problem has not been resolved informally.

ALP academies 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'.

Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the academy. If disagreements are not resolved at a local level, the case will be referred to the DfE. The academy will fully cooperate with the LA by providing any evidence or information that is relevant. All staff involved in the care of the pupil will cooperate with parents / carers to provide the pupil with the highest standard of support and education.

Supporting successful preparation for adulthood

ALP academies will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

ALP academies will transfer all relevant information about pupils to any educational setting that they are transferring to.

If a pupil has been excluded, ALP academies have 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, in accordance with the Exclusion and Suspension Policy.

If it is in the best interest of the pupil, ALP academies may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

ALP academies will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE, FE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

The academy 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.

ALP Early Years and Primary settings 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 academy together with those who do not have SEND, and are encouraged to participate fully in the life of the academy and in any wider community activity.
- Engage with secondary setting, as necessary, to help plan for any transitions.

ALP Secondary settings 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 Careers Policy details how the academy 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.

Data and record keeping

ALP academy 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 academy makes which is different or additional to that offered through the academy curriculum on a provision map.

ALP academies keep data on the levels and types of needs within their setting

The SEND information report will be published on the academy 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 Trust Information Management and Data Retention Policy and Data Protection Policy.

Confidentiality

ALP academies will not disclose any EHC plan without the consent of the pupil's parents/carers, except for disclosure:

- 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 pupils 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.

Resolving disagreements

ALP academies are committed to resolving disagreements between pupils and the academy.

In carrying out of duties, ALP academies:

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

The ALP Complaints Policy will be published on ALP academies websites.

Publishing information

ALP academies will publish information on their website about the implementation of this policy and publish details of the SEND information report, Accessibility Plan and a link to the Local Offer on the academy website.

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

1. Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive academy atmosphere through our teaching and learning, pastoral support and care for both

pupils and academy personnel, training for academy personnel and with working with parents / carers. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout ALP academies and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMS and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the Safeguarding Policy.

Equality and Diversity

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

Complaints

All complaints should be raised with ALP academies in the first instance. The details of how to make a formal complaint can be found in the Academy Complaints Policy.

Modern Slavery Act

Advance Learning Partnership (Trust) is committed to ensuring that modern slavery and human trafficking are prevented from taking place within the Trust and its supply chain.

The Trust is committed to sourcing responsibly and improving our practices to combat slavery and human trafficking in our business and supply chain.

Accessibility Statement

We are committed to ensuring that our policies are accessible to all individuals. If you require this policy document in an alternative format, such as Braille, large print, or another language, please do not hesitate to contact our office. Immersive Reader tools are a useful way for an enhanced reading experience. PDF and word have this as a function. Your accessibility needs are important to us, and we are here to assist you in any way possible.