

# Bomere and the XI Towns Federation

**'With God all things are possible'**

**Matthew 19:26**

Our school nurtures all pupils and those in our school community to flourish as individuals; educationally, spiritually and morally, promoting Christian values through the experience we offer to all. Our core Christian values are Hope, Love and Respect



## **A STATEMENT OF POLICY**

# Special Educational Needs and Disabilities Policy

The following policy follows discussion with governors and should be read in conjunction with other relevant policies and the school prospectus

**Date; October 2020**

**To be reviewed October 2022**

**Updated by S. Henney**

## Contents:

### Statement of intent

1. [Legal framework](#)
2. [Identifying SEND](#)
3. [Definitions](#)
4. [Objectives](#)
5. [Roles and responsibilities](#)
6. [Early years pupils with SEND](#)
7. [Children with specific circumstances](#)
8. [Admissions](#)
9. [Involving pupils and parents in decision-making](#)
10. [Joint commissioning, planning and delivery](#)
11. [Funding](#)
12. [Local Offer](#)
13. [Graduated approach](#)
14. [Assessment](#)
15. [Training](#)
16. [Promoting mental health and wellbeing](#)
17. [EHC plans](#)
18. [Reviewing EHC plans](#)
19. [Safeguarding](#)
20. [Transferring between different phases of education](#)
21. [SEND tribunal](#)
22. [Supporting successful preparation for adulthood](#)
23. [Data and record keeping](#)
24. [Confidentiality](#)
25. [Resolving disagreements](#)
26. [Publishing information](#)
27. [Monitoring and review](#)

## Statement of intent

This policy outlines the framework for Bomere and the XI Towns Federation to meet its duty and obligation to provide a high quality education to all of its pupils, including pupils with special educational needs and/or disabilities (SEND), and to do everything we can to meet the needs of our pupils with SEND.

The core aim will be through the implementation of this policy to eliminate discrimination, promote equal opportunities, and foster good relationships between pupils with SEND and pupils without SEND.

Bomere and the XI Towns Federation will work with Shropshire Local Authority, within the following principles which underpin this policy:

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

### Signed by:

6<sup>th</sup> October 2020  
Date:

Executive Headteacher *J Ball*

6<sup>th</sup> October 2020  
Date:

Chair of Governors *K Lister*

## 1. 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
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- 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 General Data Protection Regulation 2018

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 (2017) 'Supporting pupils at school with medical conditions'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2015) 'School admissions code'

This policy operates in conjunction with the following school policies:

- [Admissions Policy](#)
- [Equal Opportunities Policy: Pupils](#)
- [Pupil Confidentiality Policy](#)
- [Data Protection Policy](#)
- [Records Management Policy](#)
- [Social, Emotional and Mental Health \(SEMH\) Policy](#)
- [One-to-one Tuition Policy](#)
- [Supporting Pupils with Medical Conditions Policy](#)

- [Child Protection and Safeguarding Policy](#)
- [Careers Policy](#)
- [Exclusion Policy](#)
- [Behavioural Policy](#)
- [Complaints Procedures Policy](#)
- [Accessibility Plan](#)

## 2. Identifying SEND

Bomere and the XI Towns Federation 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 SENDCo and 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

## 3. 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.

Bomere and the XI Towns Federation 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.

Bomere and the XI Towns Federation recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and 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, 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 – Bomere and the XI Towns Federation will offer learning support in line with these needs and account for those recommendations made by specialist advisory teachers in so far as is possible.

Bomere and the XI Towns Federation 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 challenging, disruptive and disturbing behaviour. Bomere and the XI

Towns Federation recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and Bomere and the XI Towns Federation will implement a Social, Emotional and Mental Health (SEMH) Policy to support pupils with these difficulties.

Bomere and the XI Towns Federation 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 doesn't adversely affect other pupils.

### **Sensory or physical needs**

Impairments that prevent or hinder pupils from using Bomere and the XI Towns Federation facilities, such as vision impairment (VI), do not necessarily have SEND. Bomere and the XI Towns Federation 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.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

Bomere and the XI Towns Federation 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.

## **4. Aims and Objectives of this Policy**

Bomere and the XI Towns Federation plans to achieve the core aims of this policy by achieving the following strategic and measureable objectives:

- To follow the graduated approach outlined in the SEND Code of Practice.
- To monitor the progress of all pupils in order to aid the earliest possible identification of SEND.

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The Executive head teacher and the Federation Governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disabilities Coordinator on each site (SENDCo).

The SENDCos are responsible for reporting regularly to the headteacher and the governor(s) with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

The SENDCos are also responsible and have strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff within the federation have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.



## 5. Roles and responsibilities

The Governing Board will be responsible for:

- Communicating with pupils with SEND and their parents when drawing up policies that affect them.
- Identifying, assessing and making provision for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for pupils with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Making reasonable adjustments 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, e.g. in line with the Equal Opportunities Policy.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to Bomere and the XI Towns Federation for pupils with disabilities.
- Regularly monitoring Bomere and the XI Towns Federation's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how Bomere and the XI Towns Federation intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for pupils with disabilities on Bomere and the XI Towns Federation's website.
- Publishing annual information about the arrangements for the admission of pupils with SEND, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and Bomere and the XI Towns Federation's Accessibility Plan on Bomere and the XI Towns Federation's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with Bomere and the XI Towns Federation's Supporting Pupils with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor or sub-committee to oversee Bomere and the XI Towns Federation's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.

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.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENCDCo has sufficient time and resources to carry out their functions.
- Providing the SENCDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Assisting the Governing Board in appointing a designated teacher for LAC, who will work closely with the SENCDCo 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 Bomere and the XI Towns Federation'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 Bomere and the XI Towns Federation do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents 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.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of pupils with medical conditions are effectively supported.

- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil, considering Bomere and the XI Towns Federation's Pupil Confidentiality Policy.
- Identifying any patterns in the identification of SEND within Bomere and the XI Towns Federation and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENCDCo is provided with training, with an emphasis on mental health, on a regular basis.

The SENCDCo will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in Bomere and the XI Towns Federation.
- Working with the relevant governors and the headteacher to ensure that Bomere and the XI Towns Federation meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the 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 Bomere and the XI Towns Federation'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.
- Drawing up a one-page profile of a pupil with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents 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 Bomere and the XI Towns Federation, together with those who do not have SEND.
- Ensuring that Bomere and the XI Towns Federation keeps the records of all pupils with SEND up-to-date, in line with Bomere and the XI Towns Federation's Data Protection Policy.
- Informing the parents 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 Bomere and the XI Towns Federation 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.

Teachers will be responsible for:

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

## 6. Early years pupils with SEND

Bomere and the XI Towns Federation will ensure all staff who work with young children are alert to emerging difficulties and respond early.

Bomere and the XI Towns Federation will ensure staff listen and understand when parents express concerns about their child's development.

Bomere and the XI Towns Federation will listen to any concerns raised by children themselves.

Bomere and the XI Towns Federation will ensure that:

- Children with SEND get the support that they need.
- Children with SEND engage in the activities that Bomere and the XI Towns Federation offers alongside children who do not have SEND.
- The SENCDco is responsible for coordinating SEND provision.
- Parents are informed when Bomere and the XI Towns Federation makes special educational provision for their child.
- A report is prepared and sent to parents 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 Bomere and the XI Towns Federation for children with SEND
  - Our Accessibility Plan, showing how we plan to improve access over time

## 7. Children with specific circumstances

### LAC

Pupils at Bomere and the XI Towns Federation who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

Bomere and the XI Towns Federation recognises that pupils who are recognised as 'looked after' are more likely to have SEND, and it is likely that a significant proportion of them will have an EHC plan.

Bomere and the XI Towns Federation 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 to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

## **EAL**

Bomere and the XI Towns Federation will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

Bomere and the XI Towns Federation will consider the pupil within the context of their home, culture and community.

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

Bomere and the XI Towns Federation 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.

Bomere and the XI Towns Federation 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.

## **8. Admissions**

Bomere and the XI Towns Federation will ensure it meets its duties under Bomere and the XI Towns Federations Admissions Code of Practice by:

- Not refusing admission for a child that has named Bomere and the XI Towns Federation in their education, health and care (EHC) plan.
- Considering applications from parents 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 Bomere and the XI Towns Federation does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.
- Adopting fair practices and arrangements in accordance with Bomere and the XI Towns Federations Admissions Code for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and are published on the Federation's individual school's websites.

## **9. Involving pupils and parents in decision making**

Parents of pupils with SEND are encouraged to share their knowledge of their child; the Headteacher and SENDCo give them the confidence that their views and contributions are valued and will be acted upon. Parents will always be formally notified when the Bomere and the XI Towns Federation provides their child with SEND support. Decisions on whether Bomere and the XI Towns Federation will commission added provisions will be discussed thoroughly with the LA, parents and, when/where appropriate, the pupil involved.

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

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

- Focus on the pupil as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use 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 future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

The Class Teacher supported by the SENDCo, will meet with pupils, and parents of pupils receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

## **10. Joint commissioning, planning, and delivery**

Bomere and the XI Towns Federation will collaborate with the LA in the exercise of its duty to work together with health and social care providers by:

- Identifying improved system outcomes in consultation with pupils and their parents by:
  - Taking early steps to prevent discrimination and hardship.
  - Ensuring early identification/recognition.
  - Enabling access to services for pupils and their families.
  - Establishing how transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).

- Establishing how provision and support services will enable pupils to prepare for their future adult life.

Bomere and the XI Towns Federation will draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

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

Bomere and the XI Towns Federation will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified prior to school entry.

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

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

## **11.Funding**

Bomere and the XI Towns Federation 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.

Personal budgets are allocated from the Local Authorities high needs funding block and Bomere and the XI Towns Federation will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

## **12. Local Offer**

Bomere and the XI Towns Federation will cooperate generally with the LA and local partners in the development and review of the Local Offer.



### **13. Graduated Approach**

Bomere and the XI Towns Federation will, once a potential SEND has been identified, employ the graduated approach to meeting the pupil's needs by:

- i. Establishing a clear assessment of the pupil's needs.
- ii. Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- iii. Implementing the interventions, with the support of the SENDCo.
- iv. Reviewing the effectiveness of the interventions, and making any necessary revisions.

### **14. Assessment**

Bomere and the XI Towns Federation 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 Bomere and the XI Towns Federation.

Consideration of whether SEND provision is required should start with the desired outcomes and the views of the parents and pupil.

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

If the decision is taken not to issue an EHC plan, Bomere and the XI Towns Federation will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through Bomere and the XI Towns Federation's existing provision.

In tracking the learning and development of pupils with SEND, Bomere and the XI Towns Federation will:

- Base decisions on the insight of the pupil and their parents.
- Set pupils stretching targets.
- Track their progress towards these goals.
- Review additional or different provision 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 should identify the full range of the individual's needs, not just the primary need.

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

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

Where a pupil continually makes little or no progress, or is working substantially below expected levels, Bomere and the XI Towns Federation will consult with parents before involving specialists.

## 15. 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.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with Bomere and the XI Towns Federation's SENDCo,
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining 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

## 16. Promoting mental health and wellbeing

- a. Bomere and the XI Towns Federation will implement a Social, Emotional and Mental Health (SEMH) Policy.

- b. The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn.
- c. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
- d. A Specialist Advisory Teacher/ Educational Psychologist will be available where a pupil requires such services.
- e. Where appropriate, Bomere and the XI Towns Federation will support parents in the management and development of their child.
- f. Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.
- g. When in-school intervention is not appropriate, referrals and commissioning will be used instead. Bomere and the XI Towns Federation will continue to support the pupil as best it can.
- h. For pupils with more complex problems, additional in-school support will 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 schools 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.
- i. Bomere and the XI Towns Federation will consider whether disruptive behaviour is a manifestation of SEMH needs.
- j. Bomere and the XI Towns Federation will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

## **17. Education, health and care (EHC) plans**

Bomere and the XI Towns Federation will fully cooperate with the LA when research about the pupil is being conducted.

- The federation will provide the LA with any information or evidence needed.
- All relevant teachers will be involved in contributing information to the LA.

The federation will meet its duty to respond to the LA within 15 days, if it is named on a pupil's EHC plan.

The federation will admit any pupil that names Bomere and the XI Towns Federation in an EHC plan or EHC needs assessment process.

The federation 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 federation in order to provide high standard of education.
- Relevant staff members will keep up-to-date with any necessary training.
- Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

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

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

- Thereafter, the governing body of the federation will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
- Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The federation will ensure that any EHC plan information is kept confidential and on a need-to-know basis.

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

Bomere and the XI Towns Federation will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

Where necessary, they will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The federation will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

## **18.Reviewing an EHC plan**

Bomere and the XI Towns Federation will:

- i. Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- ii. Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- iii. Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- iv. Ensure that sufficient arrangements are put in place at Bomere and the XI Towns Federation to host the annual review meeting.
- v. Cooperate with the LA during annual reviews.
- vi. Lead the review of the EHC plan in order to engender the greatest confidence amongst pupils and their family.
- vii. 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.
- viii. 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.
- ix. Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- x. Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.
- xi. Ensure that a review of a pupil's EHC plan is undertaken at least seven months before transfer to another phase of education.

## 19.Safeguarding

Bomere and the XI Towns Federation 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, neglect and sexual violence or harassment.

Bomere and the XI Towns Federation recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

The headteacher and governing board will ensure that Bomere and the XI Towns Federation's Child Protection and 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.

## 20.Transitions

Bomere and the XI Towns Federation will ensure that the pupil is supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education. Bomere and the XI Towns Federation will engage with secondary schools and FE providers as necessary to help plan for any transitions.

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

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

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

Bomere and the XI Towns Federation will ensure that it meets its duty to secure independent, impartial careers guidance for pupils aged 8-11, including:

- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for pupils with SEND to make successful transitions.

## **21.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, Bomere and the XI Towns Federations written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, Bomere and the XI Towns Federation will contact the LA immediately in order to seek disagreement resolution advice, regardless of a EHC plan being place or not.

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

Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

Bomere and the XI Towns Federation will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

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

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

The federation 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 in order to provide the pupil with the highest standard of support and education.

## **22.Supporting successful preparation for adulthood**

Bomere and the XI Towns Federation 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.

Bomere and the XI Towns Federation will engage with secondary schools, as necessary, to help plan for any transitions.

Bomere and the XI Towns Federation will transfer all relevant information about pupils to any educational setting that they are transferring to.

If a pupil has been excluded, Bomere and the XI Towns Federation has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with Bomere and the XI Towns Federation's Exclusion Policy.

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

## **23. Data and record keeping**

Bomere and the XI Towns Federation'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 Bomere and the XI Towns Federation makes which is different or additional to that offered through Bomere and the XI Towns Federation curriculum on a provision map.

Bomere and the XI Towns Federation keeps data on the levels and types of need within Bomere and the XI Towns Federation and makes this available to the LA.

The SEND information report will be prepared by the governing board, and will be published on Bomere and the XI Towns Federation website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.

All information will be kept in accordance with Bomere and the XI Towns Federation's Records Management Policy and Data Protection Policy.

## **24. Confidentiality**

Bomere and the XI Towns Federation will not disclose any EHC plan without the consent of the pupil's parents, except for 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.

Bomere and the XI Towns Federation will adhere to the Pupil Confidentiality Policy at all times.

## **25. Resolving disagreements**

Bomere and the XI Towns Federation is committed to resolving disagreements between pupils and Bomere and the XI Towns Federation.

In carrying out of duties, Bomere and the XI Towns Federation:  
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.

Bomere and the XI Towns Federation's Complaints Procedures Policy will be published on Bomere and the XI Towns Federation website; additionally, Bomere and the XI Towns Federation will publish details regarding how complaints from parents of children with SEND will be handled.

## **26. Publishing information**

Bomere and the XI Towns Federation will publish information on Bomere and the XI Towns Federation website about the implementation of the SEND Policy.

The governing board will publish details of the SEND information report on Bomere and the XI Towns Federation website.

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

## **27. Monitoring and review**

The policy is reviewed on an annual basis by the SENDCo in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents 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.

The next scheduled review date for this policy is **October 2021**.