

Special Educational Needs and Disabilities (SEND) Policy 2026–27

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Statement of intent

Seva School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy sets out the framework through which the school will meet its statutory duties and uphold the principles of equality, inclusion and high-quality education for pupils with SEND.

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

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

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

For the purposes of this policy, a pupil has special educational needs (SEN) where they have a learning difficulty or disability which calls for special educational provision to be made for them.

- A pupil has a learning difficulty or disability where they have a significantly greater difficulty in learning than most others of the same age, or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils of the same age.
- Under the Equality Act 2010, disability means a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Disability and SEN overlap, but a disabled pupil does not necessarily have SEN and a pupil with SEN is not necessarily disabled.

School context

Seva School is a mainstream school for pupils aged 4 to 16. The school has a SEND Base, which provides a dedicated environment for targeted support and reasonable adjustments according to pupils' assessed needs. The school does not have an early years phase or a sixth form.

The school is aware that some pupils speak English as an additional language. Having English as an additional language is not, in itself, a special educational need. When considering whether a pupil may also have SEND, staff will take account of the pupil's language development, prior education, attendance, disadvantage, medical information, safeguarding information and response to high-quality teaching.

The school supports pupils across the four broad areas of need identified in the SEND Code of Practice: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or

physical needs. These areas support assessment and planning but do not define an individual pupil. Provision is determined by each pupil's strengths, needs, barriers and circumstances.

SEND contacts

The school's SEND provision is led by the following named staff and trustee:

SENCO: Mrs Charlotte Bosworth

Qualification: National Professional Qualification for Special Educational Needs Co-ordinators (NPQ for SENCOs)

Email: c.bosworth@seva.coventry.sch.uk

Telephone: 024 7798 7619

Head of Inclusion: Mr Mandip Singh. In the SENCO's absence, operational responsibility for SEND is held by the Head of Inclusion.

Trustee with responsibility for SEND: Mr Noel Melvin

Further information, including contact arrangements and the school's SEND Information Report, is available at <https://www.sevaleducationtrust.org/send/>

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting pupils at school with medical conditions'

- DfE ‘Working together to safeguard children 2026’
- DfE ‘Mental health and wellbeing provision in schools’
- DfE ‘School Admissions Code’
- DfE ‘Keeping children safe in education 2026’
- Equality and Human Rights Commission (EHRC) ‘Reasonable adjustments for disabled pupils’

DfE ‘Working together to improve school attendance’

Coventry City Council ‘Understanding SEN Support and EHC Needs Assessment Requests’ (August 2026)

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Records Management Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

Physical Intervention and Reasonable Force Policy

Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school’s broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND Code of Practice.

- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
 - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEND Information Report about the implementation of the school's policy for pupils with SEND.

Neurodiversity and inclusive practice

Seva School recognises neurodiversity as a natural and valuable part of human difference. Pupils may think, learn, communicate, process information and experience the school environment in different ways.

The school is committed to an inclusive environment in which neurodivergent pupils are understood, respected and supported to participate fully in school life. Neurodivergence may include, but is not limited to, autism, attention deficit hyperactivity disorder, dyslexia, dyscalculia, developmental coordination disorder, Tourette syndrome and speech, language and communication needs.

Staff use a strengths-based and pupil-centred approach. They seek to understand each pupil's strengths, barriers, communication preferences and sensory needs rather than relying solely on a label or diagnosis.

Support and reasonable adjustments are based on identified need. A pupil does not need a formal diagnosis before appropriate classroom support, ordinarily available provision or reasonable adjustments are considered.

The school works with pupils, parents or carers and relevant professionals to remove barriers to learning, participation, wellbeing and preparation for adulthood. Pupils' views are gathered in a way that is accessible to them and inform decisions about support.

Roles and responsibilities

The Board of Trustees will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

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

In enacting this policy, the Principal will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.

- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice.
- Work with the Board of Trustees to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully review the quality of teaching for pupils with SEND and those at risk of underachievement.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCO will be responsible for:

The school's SENCO is Charlotte Bosworth. The school ensures that the SENCO meets, or is completing within the required timeframe, the applicable mandatory qualification requirements for the role. The SENCO has substantial protected time to carry out the role and is line managed by the Head of Inclusion.

The named SEND trustee is Mr Noel Melvin. The SEND trustee provides strategic scrutiny and assurance by reviewing appropriately anonymised or aggregated evidence and meeting relevant leaders and pupils where appropriate. The trustee does not manage individual cases or make operational decisions. In the SENCO's absence, operational responsibility for SEND is held by the Head of Inclusion, Mr Mandip Singh.

The SENCO reports routinely to the Principal and senior leaders and provides regular information to trustees. This includes patterns of need, pupil passports, external agency involvement, staff development, learning gaps, provision and evidence of impact.

- Collaborating with the Board of Trustees and Principal, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the designated teacher for looked-after and previously looked-after children where a pupil also has SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with previous settings, primary and secondary schools, post-16 providers, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.

- Working with the relevant governors and the Principal to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Ensuring they follow this SEND policy.
- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring pupils with SEND have access to an ambitious, broad and balanced curriculum, with adaptations made according to individual need.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Keeping the Principal, SENCO, Designated Safeguarding Lead and other relevant leaders informed of significant changes in behaviour, progress, attendance or other causes for concern.

Identifying SEND

1. The identification process

The school uses a graduated, evidence-informed approach. A fixed waiting period will not be used where a pupil requires urgent support, where needs are significant or rapidly changing, or where there is a safeguarding concern.

When a concern emerges, the class or subject teacher will review available assessment information, attendance, prior education, language development, medical information and the pupil's response to high-quality adaptive teaching. The teacher will discuss the concern with the pupil and parents or carers at an early stage and record appropriate ordinarily available provision.

Where concern remains, staff will gather evidence over a proportionate, agreed period and submit the school's SEND concern form. Support, reasonable adjustments and safeguarding action will not be delayed while evidence is collected. In primary, the class teacher will coordinate evidence from adults who know the pupil well.

In secondary, relevant teachers will contribute through a secure process so that patterns across subjects and contexts can be considered.

The SENCO will review the evidence with relevant staff. Possible outcomes include continuing ordinarily available provision, enhanced monitoring, identifying SEN and beginning SEN Support, seeking specialist advice, or using another appropriate pathway such as safeguarding, attendance, pastoral or medical support.

The SENCO will coordinate the school's decision-making following assessment and consultation with the pupil, parents or carers, teachers and, where appropriate, relevant professionals. Parents or carers will be informed and their views recorded. The school will seek to work in agreement with families, while recognising that its duty to identify and meet need does not depend on a diagnosis.

Parental consent will be obtained before referrals to external services where consent is required. Any disagreement will be recorded and addressed sensitively through continued discussion, advice and the school's complaints process where necessary.

2. Distinguishing SEND from other barriers

Low attainment, limited prior education, English as an additional language, disadvantage, poor attendance, trauma, bereavement or a medical condition will not automatically be treated as SEN. Staff will consider the pupil's starting points, rate of progress, educational history, language development across contexts, attendance, response to appropriate teaching and available professional information. More than one factor may be present and support pathways may operate together.

Any safeguarding concern will be reported immediately through the school's safeguarding procedures. Safeguarding action will never be delayed while SEND evidence is collected.

Pupil voice will be gathered in a way that is accessible to the individual. This may include a conversation with a familiar adult, a one-page profile, visual choices, observation, supported communication or another suitable method. Records will capture what matters to the pupil, barriers experienced, helpful strategies, aspirations and views about the support provided.

The SEND register will be updated promptly when a pupil's status changes and will be formally reviewed by the SENCO at least termly. Strategic information will be shared with the Head of Inclusion, senior leaders and trustees in an appropriately anonymised form.

A pupil will be placed on the SEND register where assessment shows that special educational provision additional to or different from the school's ordinarily available provision is required. A pupil may move to monitoring where outcomes have been substantially achieved and progress is sustained without additional or different provision. Removal from the register will follow a formal review, consultation with the pupil and parents or carers, and a recorded period of monitoring. Reasonable adjustments may continue where the pupil remains disabled under the Equality Act 2010.

3. Indicators of need and progress

Teachers will use regular assessment and their knowledge of each pupil to identify progress that is significantly slower than peers from a similar starting point, does not match or improve on the pupil's previous rate of progress, fails to close attainment gaps or results in widening gaps.

The school plans, manages and reviews provision across the four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. These areas guide assessment but do not replace an individual understanding of the pupil.

Identification is continuous throughout a pupil's time at the school and includes transition information, admissions information, assessment, observation and discussion with pupils and families. Records are held centrally, kept securely and shared only where there is a lawful and necessary reason.

Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so 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 child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

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

All staff, particularly those who work closely with pupils with SEND, will remain alert to changes in behaviour, attendance or presentation, or to unexplained injuries. Concerns will be reported without delay and considered by the DSL in collaboration with the SENCO, in line with the Child Protection and Safeguarding Policy.

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

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

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

SEND support

4. Ordinarily available provision and adaptive teaching

All pupils have access to high-quality teaching and ordinarily available provision. Depending on need, this may include clear routines, explicit instruction, modelling, checking for understanding, manageable steps, appropriate processing time, visual support, pre-teaching, retrieval practice, vocabulary teaching, flexible methods of recording, accessible resources, environmental adjustments and planned sensory or movement support.

Leaders will evaluate consistency and impact through learning walks, lesson visits, work scrutiny, pupil discussions, review of pupil passports, teacher and subject leader discussions, assessment information and follow-up checks after training or agreed actions.

Pupil passports will summarise strengths, needs, effective strategies, reasonable adjustments and the pupil's views. Relevant staff will receive this information securely through pupil passports, staff briefings and professional discussion. Passports will be reviewed when needs change and as part of the termly review cycle.

Teachers remain responsible and accountable for the progress of every pupil, including where support is provided by a learning support assistant or specialist. Learning support assistants will work from teacher-planned learning, use the least intrusive prompt required, promote thinking and independence, gradually reduce support where appropriate and provide feedback to the teacher.

Staff seek to develop a secure knowledge of pupils' strengths, needs and barriers to learning. Pupils with SEND will be taught an ambitious, broad and balanced curriculum. Adaptation will focus on access to the intended curriculum. Withdrawal from lessons will be carefully considered and reviewed so that intervention does not create unnecessary curriculum gaps.

5. Reasonable adjustments

Reasonable adjustments may be identified by staff, the pupil, parents or carers, or a professional. The barrier and available evidence will be considered, the adjustment agreed with the SENCO where necessary, and the arrangement recorded in the appropriate pupil passport, SEND Support and Review Plan, medical plan or risk assessment. Relevant staff will be informed securely and impact will be reviewed termly or sooner where circumstances change. A pupil does not have to be on the SEND register to receive a reasonable adjustment. The examples below are illustrative rather than automatic entitlements; the suitability, frequency and duration of each adjustment will be determined individually and kept under review.

Adjustments involving time away from lessons or use of a separate space will be proportionate, time-limited where appropriate, and reviewed to ensure that they do not unnecessarily restrict access to the curriculum, participation or inclusion.

Educational visits, clubs and enrichment will be planned inclusively. Individual needs, reasonable adjustments, accessibility, staffing ratios, risk assessment and financial barriers, including eligibility for pupil premium support, will be considered so that pupils are not excluded unnecessarily.

6. Examples of reasonable adjustments

Depending on the pupil's needs and the barriers they experience, reasonable adjustments may include:

- a time-out or regulation pass;
- planned movement or sensory breaks;
- leaving a lesson shortly before other pupils to avoid crowded corridors;
- adjustments to seating or classroom position;
- access to a quiet or low-stimulation space;
- visual timetables, task checklists and advance warning of changes to routines;
- additional processing time and instructions broken into manageable steps;
- modelling, worked examples, scaffolding and adapted learning resources;
- different ways of recording work and appropriate assistive technology;
- pre-teaching or revisiting key vocabulary;
- support from a Learning Support Assistant, while promoting independence;
- individual or small-group intervention;

adapted arrangements for homework, educational visits and enrichment where appropriate;
examination access arrangements where the relevant criteria are met; and
reasonable adjustments to behaviour procedures where a pupil's disability is relevant.

7. SEND Support and Review Plan

Pupils receiving SEN Support will have a SEND Support and Review Plan. The plan will record strengths and aspirations, pupil and parent or carer views, identified barriers, baseline information, priority outcomes, provision and reasonable adjustments, responsible staff, frequency and duration, success measures, review date, impact and next steps.

The SENCO will coordinate and quality-assure plans. Class teachers in primary and relevant class, subject or pastoral staff in secondary will contribute to planning and remain accountable for implementation. Plans will normally be reviewed termly within the assess, plan, do, review cycle.

Outcomes will be specific, measurable, achievable, relevant and time-bound. RAG ratings may provide a summary, but each judgement will be supported by evidence against a baseline and agreed success measure.

Where support has not had the expected impact, the school will check whether provision was delivered as planned, review implementation, reconsider the assessment, seek pupil and parent views, change the approach or outcome where appropriate and consider specialist advice. A revised assess, plan, do, review cycle will follow.

The school will normally provide evidence from successive assess, plan, do, review cycles when considering an EHC needs assessment. It will not apply a rigid minimum number of cycles or delay consideration where needs are significant, complex, rapidly changing or unlikely to be met from the resources ordinarily available to the school.

8. Targeted provision

Where assessment identifies a need for support beyond ordinarily available provision, the school may provide targeted support through structured literacy or numeracy work, communication and interaction support, fine-motor or physical-development activities, social, emotional or mental-health support, or classroom and study support.

Provision will be selected according to assessed need, intended outcomes, suitability, staffing, professional advice and evidence of impact. It may be delivered individually or in a group and will be recorded, monitored and reviewed through the assess, plan, do, review cycle. Inclusion in a provision map or school information report does not create an automatic entitlement to a named intervention or particular staffing arrangement.

Detailed and current examples of provision are set out in the school's SEND Information Report and provision mapping documentation, which may be updated more frequently than this policy.

Attendance and emotionally based barriers to attendance

The school recognises that some pupils with SEND may experience barriers to regular attendance connected to anxiety, emotional wellbeing, sensory or communication needs, medical needs, changes in routine, unmet need, bullying or the school environment. Staff will seek to understand the reasons for absence and will not assume that the pupil or family is unwilling to attend.

Where concerns arise, the school will work with the pupil, parents or carers and relevant professionals to identify barriers and agree support. This may include a trusted adult, regular check-ins, adjustments to arrival or movement around the site, access to a quiet space, support during unstructured times, an attendance support plan, pastoral support, environmental adjustments or a planned and reviewed reintegration programme.

All pupils of compulsory school age are entitled to suitable full-time education. A temporary part-time timetable will be considered only in very exceptional circumstances where it is in the pupil's best interests. It will not be used to manage behaviour. Any arrangement will have clear objectives, a proposed end date, parental agreement, appropriate attendance coding, regular review and a plan for returning to suitable full-time

education. The school will make any notification to the local authority required by statutory guidance or local arrangements. Where a pupil has an EHC plan, the local authority will be consulted as appropriate.

Attendance concerns will be considered alongside SEND, safeguarding, medical and pastoral information. The SENCO, attendance staff, pastoral staff and Designated Safeguarding Lead will work together where appropriate.

Admissions

The school will comply with the School Admissions Code and the Equality Act 2010. It will not discriminate against or disadvantage an applicant because of SEND or disability, and reasonable adjustments will be made to admissions arrangements where required.

Applications for pupils with SEND who do not have an EHC plan will be considered under the school's published admission arrangements on the same basis as other applications. Admissions, oversubscription, uniform, visits and related arrangements will be operated fairly and must not discourage or disadvantage applicants with SEND.

Detailed admission arrangements are set out in the school's Admissions Policy and published on the school website.

When consulted about being named in an EHC plan, the school will respond within the required timeframe and provide clear, relevant evidence. It will consider whether reasonable steps could remove any incompatibility. Where the school is named in a final EHC plan, it will admit the pupil in accordance with its statutory duty.

Examination access arrangements

Examination access arrangements will be considered and implemented in accordance with the current regulations and guidance of the Joint Council for Qualifications (JCQ) or the relevant awarding body. Arrangements must address an identified barrier, meet the applicable criteria and, where required, reflect the pupil's normal way of working.

An arrangement used in primary school or Year 6 will not automatically transfer into secondary school. During KS3 and KS4, teachers, the SENCO, examinations officer and, where required, an appropriately qualified assessor will work together to identify need, gather evidence and determine appropriate arrangements.

A diagnosis, EHC plan or entry on the SEND register does not automatically establish entitlement to a particular examination arrangement. Equally, a pupil may qualify for an arrangement without being identified as having SEN. The school will retain the evidence required by the relevant awarding body and will provide opportunities for pupils to practise using approved arrangements in classroom assessments and mock examinations.

Transition

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

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

Involving pupils and parents in decision-making

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

Where a pupil is receiving SEN Support, the school will work with the pupil and parents or carers to agree outcomes and review progress. Formal reviews will normally take place termly, with additional contact where needs or circumstances change. Agreed actions, responsibilities and review dates will be recorded and shared.

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

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

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

Where appropriate, the school will signpost or facilitate access to advocacy so that parents' or carers' views can be heard and acknowledged.

Funding for SEND support

Where additional pupil needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of pupils identified with SEND.

Where evidence indicates that a pupil requires provision beyond the resources ordinarily available to the school, the school may seek high-needs or other additional funding from the local authority, subject to local criteria and decision-making arrangements.

EHC needs assessments and plans

Where evidence indicates that a pupil may require provision beyond that ordinarily available through SEN Support, the school will consult the pupil and parents or carers and consider requesting an EHC needs assessment. A request will not be delayed solely to complete a predetermined number of assess, plan, do, review cycles.

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

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

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

If, following an EHC needs assessment, the local authority decides not to issue an EHC plan, the school will consider the written feedback and evidence gathered during the assessment. This information will inform the pupil's ongoing SEN Support and the next Assess, Plan, Do, Review cycle.

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

Where the school is named in a final EHC plan, it will admit the pupil in accordance with its statutory duty. The school will ensure that staff working with the pupil understand the pupil's needs, outcomes and provision and that appropriate arrangements are in place.

Reviewing EHC plans

The local authority remains responsible for ensuring that each EHC plan is reviewed at least annually. The school will monitor the pupil's progress throughout the year and will cooperate with the local authority, including convening and reporting on an annual review meeting on its behalf where requested.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Convene and support the annual review meeting on behalf of the local authority where requested, ensuring that the pupil and parents or carers can participate meaningfully.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where appropriate for a looked-after child, coordinate the annual review with care-planning reviews, including the personal education plan, while maintaining the distinct statutory purpose of each process.
- Where appropriate, signpost or facilitate access to advocacy so that the pupil's views can be heard and acknowledged.
- Where appropriate, signpost or facilitate access to advocacy so that parents' or carers' views can be heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

The school will send the annual review report and recommendations to the local authority and all those invited within two weeks of the meeting. The local authority is responsible for deciding whether to maintain, amend or cease the plan and for notifying the family of its decision, normally within four weeks of the review meeting. The school will follow up any outstanding decision where necessary.

Where evidence indicates that a pupil's needs or required provision have changed significantly, the school may request that the local authority carries out a reassessment, subject to the statutory framework. Any request will be supported by relevant evidence and discussed with the pupil and parents or carers.

Supporting successful preparation for adulthood

The school recognises that preparation for adulthood begins early and should reflect each pupil's strengths, interests, aspirations and developmental stage. Pupils with SEND will be supported to prepare for further education, training or employment, independent living, good health, friendships, relationships and participation in the community.

The school will:

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

From Year 9 onwards, the school will also:

- 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 receive independent careers guidance from Year 8 onwards and appropriate support with transition into post-16 education, training or employment.

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

Managing complaints

Concerns about the school's day-to-day SEND provision should normally be raised first with the class or subject teacher and the SENCO. The school will seek to resolve concerns promptly through open discussion, review of evidence and consideration of the pupil's provision.

Where a concern cannot be resolved informally, parents or carers may use the school's published Complaints Procedure. Families may also seek impartial information and advice from Coventry SEND Information, Advice and Support Service (SENDIASS).

Where a matter concerns the local authority's statutory functions, an EHC needs assessment or plan, disagreement resolution, mediation or a right of appeal to the SEND Tribunal, the school will provide appropriate signposting and cooperate with lawful requests for information or attendance. Safeguarding concerns will be addressed immediately under the school's safeguarding procedures.

Staff training and improving practice

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

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

Use of data and record keeping

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

The school's records will:

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

The school will provide information to the local authority, Ofsted and other authorised bodies where required or permitted by law. Wherever appropriate, information will be aggregated or anonymised and limited to what is necessary for the stated purpose.

9. Confidentiality and information sharing

Information about a pupil's SEND, disability, health and provision will be processed and shared only where there is a lawful basis, for a specified and legitimate purpose, and with appropriate security. Information shared will be limited to what is necessary and proportionate.

Consent will be obtained where consent is the appropriate lawful basis. Information may also be processed or shared without consent where required or permitted by law, including for education, safeguarding, health, legal proceedings, inspection, transition or other statutory functions.

Health, disability and other special-category information will be handled in accordance with the UK GDPR, the Data Protection Act 2018, the school's privacy notices, Records Management Policy, Data Protection Policy and Pupil Confidentiality Policy. Staff will seek advice from the trust's Data Protection Officer where necessary.

Publishing information

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

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

The SEND Information Report will be prepared by the SENCO, approved through the school's governance arrangements and reviewed at least annually, with in-year updates where information changes.

Joint commissioning, planning and delivery

The school will cooperate with the local authority, health services, social care and other partners in carrying out relevant statutory functions and in coordinating provision for individual pupils.

Where requested and appropriate, the school will contribute relevant, proportionate and appropriately anonymised information and professional evidence to local joint planning and commissioning arrangements. Responsibility for system-wide needs assessment, forecasting and commissioning rests with the relevant statutory partners.

Where a pupil with SEND also has a medical condition, provision will be coordinated with the pupil's medical plan and EHC plan, where applicable. Support will be reviewed and adapted in response to evidence of impact and changing need.

Local Offer

The school will cooperate with the local authority in developing and reviewing the Local Offer where requested and appropriate.

For this policy, the relevant local offer is Coventry's SEND Local Offer, which brings together education, health and social care information for children and young people aged 0 to 25 and their families. The school will signpost families to the Local Offer and to Coventry SEND Information, Advice and Support Service (SENDIASS) for impartial information and advice.

- Collaborative: The school may contribute the views of pupils, parents or carers and staff, and will cooperate with relevant service providers.
- Accessible: The school will signpost families to clear, accessible information and may provide feedback to the local authority about usability or gaps.
- Comprehensive: The school will help families understand the support that may be available across education, health and social care and how to access further information, advice, support or complaints routes.
- Up-to-date: The school will keep its own published SEND information current and will notify the local authority of material changes to the information it has supplied for the Local Offer.

The school will provide the local authority with relevant information about its SEND provision and capabilities where required.

Monitoring and review

The SENCO and Head of Inclusion will review the implementation of this policy through termly analysis of the SEND register, support plans, provision, training, attendance, behaviour, achievement and other available evidence. Information will be considered alongside pupil and parent views and reported to senior leaders and trustees in an appropriately anonymised form.

The school will use review findings to identify strengths, address inconsistencies and set SEND development priorities within wider school improvement planning. The policy will be amended when practice, statutory guidance or local arrangements change.

The policy is reviewed on an annual basis by the Principal in conjunction with the Board of Trustees; 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 September 2027.