



# Moss Hall Schools Federation

## Special Educational Needs and Disabilities (SEND) Policy

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15.11.23

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## **Statement of intent**

**At Moss Hall Schools Federation** inclusion underpins our approach to supporting all of our children including those with special educational needs and/or disabilities. Our aim is for every child to be seen, known and safe and to celebrate their diversity of experience, interests and achievements. We believe all children need to experience praise, recognition and success whatever their needs may be. High quality teaching with adaptations and additional support when needed is our approach to ensuring children reach their potential, not only preparing for the year ahead but laying foundations for the next stage in their education and for adulthood. All children are included in the full life of the schools, and children with SEND are supported by their classmates. Our key values: courage, empathy, ambition, responsibility, compassion and integrity are integral in supporting each child to reach their potential.

## 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
- 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
- Data Protection Act 2018
- The General Data Protection Regulation 2018
- The UK General Data Protection Regulation (GDPR)

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

- DfE Special educational needs and disability code of practice: 0 to 25 years' 2015
- DfE 'Supporting child's at school with medical conditions' 2017
- DfE 'Keeping children safe in education' 2023
- DfE 'Working together to safeguard children' 2018
- DfE 'Mental health and wellbeing provision in schools' 2018
- DfE 'School admissions code' 2021
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable Adjustments for disabled children'

This policy operates in conjunction with the following school policies:

- [Admissions Policy](#)
- [Equalities Policy](#)
- [Data Protection Policy](#)
- [Supporting Children with Medical Conditions Policy](#)
- [Child Protection and Safeguarding Policy](#)
- [Exclusion Policy](#)
- [Behaviour Policy](#)
- [Accessibility Plan](#)

## 2. Objectives

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

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'
- To monitor the progress of all children to aid the earliest possible identification of SEND

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

- Use their best endeavours to make sure that children with SEND get the support they need to access the Federation’s broad and balanced curriculum.
- Ensure that children with SEND engage in the activities of the school alongside children who do not have SEND.
- Ensure there is high-quality provision to meet the needs of children with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards children 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 children.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children 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 Federation 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 children with SEND.
  - Information about the admission arrangements for children with SEND and the steps taken to prevent them being treated less favourably than others.
  - A SEN information report about the implementation of the Federation’s policy for children with SEND.

### **3. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the Federation.
- Ensuring the Federation meets its duties in relation to supporting children with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for each school in the Federation.
- Ensuring there is a link governor who will:
  - Help to raise awareness at governing body meetings of SEND
  - Monitor the quality and effectiveness of SEN, disability and mental health provision within the school and update the governing board on this
  - Work with the Executive headteacher, Head of School and SENCO to determine the strategic development of the SEND policy and provision in the school

The Executive headteacher and Head of School are responsible for ensuring the Federation offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all children, including children with SEND.

In enacting this policy, the Executive headteacher and Head of School will:

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

- Ensure the Federation works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of children, providing support and adaptation where appropriate.
- Ensure the Federation fulfils its statutory duties with regard to the SEND Code of Practice.
- Work with the governing board 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 reviewing the quality of teaching for children at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the Federation do not directly or indirectly discriminate against children with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board, Executive headteacher and Head of School, 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 children with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the Federation's delegated budget and other resources to meet children's needs effectively.
- Liaising with the parents/carers of children 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 Local Authority (LA) and LA support services.
- Liaising with the potential future providers of education to ensure that children and their parents/carers are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the Federation meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the Federation keeps the records of all children with SEND up-to-date, in line with the Federation's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents/carers and other agencies.
- Advising on a graduated approach to providing SEND support.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for children with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the children themselves.
- Setting high expectations for every child 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 child achieving.
- Ensuring every child with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the children in their class.
- Being aware of the needs, outcomes sought, and support provided to any children with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable children with the support of the SENCO.
- Keeping SLT, including the SENCO up-to-date with any changes in behaviour, academic developments and causes of concern.

#### **4. Identifying SEND**

The Federation recognises that early identification and effective provision improves long-term outcomes for children. As part of the overall approach to monitoring the progress and development of all children, it has a clear approach to identifying and responding to SEND as outlined in the Federation's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all children, with the aim of identifying children who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the child's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The Federation plans, manages and reviews SEND provision across the following four broad areas of need:

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

## **Broad Areas of Need (SEND Code of Practice 2015):**

### **Communication and Interaction**

*Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.*

*Children with and young people Autism Spectrum Disorder (ASD)\*, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.*

\*NB Barnet use the terminology: Autistic Spectrum Condition ASC

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

### **Cognition and Learning**

*Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.*

The SENCo will ensure that any provision offered will be suitable to the needs of the child.

*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**

*Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of children with SEND, including how the effect of any disruptive behaviour is managed so that it does not adversely affect other children.

### **Sensory or Physical Needs**



*Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These*

*difficulties can be age related and may fluctuate over time. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.*

*Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

The Federation recognises that children 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 SENCo will ensure that their support needs are being met.

## **5. Safeguarding**

The Federation recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that children 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 Federation recognises that there are additional barriers to recognising abuse and neglect in this group of children. These barriers include, but are not limited to:

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

The Executive headteacher, Head of School and governing board will ensure that the Federation'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 children with SEND, staff will have due regard for the procedures outlined in the Federation's **Positive Handling Policy/Physical Intervention Procedures**

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

## 6. SEND support

The Federation is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual children, is the first step in responding to children who have or may have SEND.

Teachers at the Federation will:

- Set high expectations for every child.
- Plan lessons for children who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every child achieving.
- Be responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for children will be based upon the process as outlined in the Federation's SEN Information Report, *Appendix 1: SEN Support At Moss Hall Schools Federation* to include:

- Discussions between the teacher and SENCO.
- Analysis of the child's progress.
- Discussion with the child (where appropriate) and their parent/carer.

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

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

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

Where, despite the Federation having taken relevant and purposeful action to identify, assess and meet the SEN of a child, they have not made expected progress, the Federation, in consultation with parents/carers, will consider requesting an Education, Health and Care needs assessment.

### English as an Additional Language (EAL)

The school is aware that there may be children at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same

time, when children with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The Federation will consider the child within the context of their home, culture and community and look carefully at all aspects of a child'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.

### **Looked After Children (LAC)**

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

The school recognises that a LAC may have SEND and it is likely that a significant proportion of them will have an EHC plan. The most common type of need for LAC is Social, Emotional and Mental Health (SEND – Analysis and summary of data sources DfE (June 2022) [Click here](#) for the link to the DfE publication).

The school has a designated member of staff for coordinating the support for LAC. In the Federation, this role is undertaken by the SENCO. The designated member will ensure that the implications of a child being both looked after and having SEND are fully understood by relevant federation staff.

### **Promoting Mental Health and Wellbeing**

The curriculum for PSHE will focus on promoting child's' resilience, confidence and ability to learn.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.

Where appropriate, the Federation will support parents/carers in the management and development of their child.

When in-school intervention is not appropriate, referrals will be used instead. The Federation will continue to support the child as best it can.

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

## **7. Admissions**

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

- Considering applications from parents/carers of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.

## **8. Transition**

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

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

See the Federation SEN Information Report which can be found on the Federation website for further information about transferring to the next phase of education. [Click here](#) for the SEND section of the Federation website.

## **9. Involving children and parents/carers in decision-making**

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

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

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

- Focus on the child as an individual, not allowing their SEND to become a label.
- Be easy for children and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the child's strengths and capabilities.
- Enable the child, 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 child with an EHC plan, the school will involve the parents/carers and the child in discussions surrounding how the school can best implement the plan's provisions to help the child thrive in their education, and will discern the expected impact of the provision on the child's progress.

Where necessary, the Federation will signpost parents/cares to Barnet SENDIASS to facilitate support from an advocate to ensure the parent/carer views are heard and acknowledged.

## **10. Funding for SEND support**

The Federation will allocate the appropriate amount of core per-child funding and notional SEND budget outlined in the Local Offer for the SEND provision of its children.

Personal budgets are allocated from the LA's high needs funding block; the Federation will continue to make SEND provision from its own budgets, even if a child has an EHC plan.

## **11. EHC needs assessments and plans**

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

The purpose of an EHC plan is to make special educational provision to meet the SEND of the child, 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 Federation 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 child's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

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

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

## **12. Reviewing EHC plans**

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

The Federation 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 child 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/carers involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst children and their parents/carers.

- 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/carers and child that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the child's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate or a translator to ensure the parent/carer's views are heard and acknowledged.
- Review each child's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a child's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the Executive headteacher or Head of School will request the LA to conduct a re-assessment of a child whenever they feel it is necessary.

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

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

The Federation will:

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

### **14. Dealing with Complaints**

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

The Federation is committed to resolving disagreements between child's parent/carers and the school

In carrying out of duties, the federation supports early resolution of disagreements at the local level.

### **15. Staff training and improving practice**

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCo, as well as external agencies, where appropriate.

Training will cover both the mental and physical needs of children 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 SENCo participates in, along with any training that staff are given.

During staff induction, all staff will receive SEND training.

## **16. Use of data and record keeping**

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

The Federation'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 child's time in the Federation, as well as its impact, e.g. through the use of provision maps.
- Record keeping includes details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists to monitor the progress, behaviour and development of all children.
- Maintain an accurate and up-to-date register of the provision made for children with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

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

## **Confidentiality**

The Federation will not disclose any EHC plan without the consent of the child's parents/carer, except for specified purposes or in the interests of the child, such as disclosure:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To the headteacher (or equivalent position) of the setting at which the child is intending to start their next phase of education.

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

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

The Federation will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's

wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

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

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

The 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 with SEND.
- Increasing the identification of children with SEND prior to school entry.

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

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

## 18. Local Offer

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

- **Collaborative:** Where appropriate, the Federation will work with LAs, parents/carers and children in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The Federation will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to children' and parents/carers' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The Federation will help to ensure **that parents/carers and children understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it.** The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The Federation will work with the LA to review the Local Offer to ensure that, when parents/carers and children access the Local Offer, the information is up-to-date.

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

## 19. Monitoring and review



The policy is reviewed on an annual basis by the Executive headteacher/Head of School in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents/carers of children 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 2024**.