

SEND Policy



DfE no: 850/6107



Approved by: Governing board

Date: June 2025

Signed by:

A handwritten signature in blue ink, appearing to read 'L. J. Pratt', is written over a light blue rectangular background.

Position: Chair of Governing board

Last reviewed: June 2025

Next review due: June 2026

Monitoring arrangements

This policy will be reviewed at least every annually but may be subject to review at the Headteacher's discretion at any time

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1. The Inclusion Way

‘The Inclusion Way’: A Shared Foundation

‘The Inclusion Way’ has been developed by Inclusion Education and is based on over ten years’ experience. ‘The Inclusion Way’ captures our ethos to wellbeing and mental health, our pedagogical approach and all aspects that affect a learner’s educational experience.

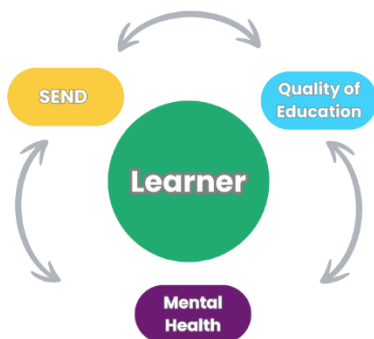
This introduction outlines how the ‘Inclusion Way’ is used and embedded as a shared vision and foundation across all our policies and practices at Inclusion School(s). This introduction defines who our learners are, why they are here, and how our inclusive pedagogical approach ensures our learners are supported, valued and empowered.

It is important to understand the journey our typical learner has been on before they arrive at an Inclusion School.

For example, our learners will:

- typically have a severe and chronic diagnosed mental health need. They are likely experiencing, or have experienced, self-harm, suicide ideation, depression, and high anxiety.
- have diagnosed and/or undiagnosed SEND needs related to speech, language and communication (SLCN), communication and interaction (C&I), or specific learning differences (SpLD).
- often experience significant gaps in education at primary and/or secondary level.
- have a history of non-attendance due to high anxiety and mental health needs and have been identified as emotionally based school avoiders (EBSA).
- are often working below age-related expectations in Maths, English, and Science due to disrupted education and unmet needs.
- may have experienced trauma, whether through Adverse Childhood Experiences (ACEs) or bullying in previous educational settings.
- are young people exploring their identity and discovering who they are and who they want to be. While they may struggle with emotional regulation or academic attainment, they are not of primary-age cognitive ability, they are young adults and want to be treated as such.

At Inclusion Schools, we deliver education through a three-tiered curriculum model based on the triangulation between Mental Health, Quality of Education and SEND.



These three aspects are of equal importance and they all inform each other.

Only by working collaboratively are our learners able to make sustained and holistic progress.

The Inclusion Way' is more than a framework: it is the heart of our schools' mission. By addressing mental health, SEND, and academic development as equally essential, we equip learners not only to succeed in education but to thrive in life. Our learners tell us this works. Their progress shows us it works.

2. Legal framework

Inclusion Schools will work with the Local Authority (LA), or equivalent, to ensure that the following principles underpin this policy:

- Learners and parents/carers are involved in decision-making.
- Promote early identification of learners' 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 learners with SEND.
- Greater choice and control for learners and their parents/carers over their support.
- Successful preparation for adulthood, including independent living and employment.

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. For the purposes of this policy, a learner is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.

- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

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

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

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'
- Schools guide to the 0 to 25 SEND code of practice
- Research and analysis: Supporting SEND
- DfE (2015) 'Supporting learners at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Keeping Children Safe in Education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled learners'

3. Objectives

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

- Endeavour to make sure that learners with SEND get the support they need to access Inclusion Schools' broad and balanced curriculum.
- Ensure collaboration between the Deputy Head for Learner Welfare and SEND, the Head of Quality of Education and Head of Mental Health & Engagement to ensure that effective triangulation is achieved to support learner needs and progress.
- Ensure there is high-quality provision to meet the needs of learners with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards learners 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 learners.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled learners are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the Deputy Head of Learner Welfare and SEND.
- Promote cultural capital opportunities for all learners to support their self-esteem, confidence, resilience and independence, such as through work experience and school trips
- Inform parents/carers when they are making special educational provision for their child.
- Review, prepare and publish important information about Inclusion Schools 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 learners with SEND.
- A SEN information report about the implementation of Inclusion Schools' policy for learners with SEND.

4. Roles and Responsibilities

Governing Board

The Governors is responsible for making sure the following duties are carried out:

- Ensuring this policy is implemented fairly and consistently across Inclusion Schools
- Ensuring Inclusion Schools meets its duties in relation to supporting learners with SEND
- Provide access to a broad and balanced curriculum
- Do all it can to make sure that every learner with SEND gets the support they need
- Publish information on the schools' website(s) about how the schools are implementing its SEND policy, in a SEN information report
- Record accurately and keep up to date the provision made for learners with SEND
- Provide an annual report for parents/carers on their child's progress

The headteacher

The headteacher will:

- Work with the SEND Lead to determine the strategic development of the SEND policy and provision within the schools
- Work with the SEND Lead and school governors to make sure the schools meet their responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for learners with SEND, and their progress
- Have responsibility for monitoring the schools' notional SEND budget and any additional funding allocated by the LA to support individual learners
- Make sure that the SEND Lead has enough time to carry out their duties
- Have an overview of the needs of the current cohort of learners on the SEND register
- With the SEND Lead, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the schools' plan for continuous professional development
- With the SEND Lead, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SEND Lead and teaching staff, identify any patterns in the schools' identification of SEN, both within the schools and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

- Ensure that procedures and policies for the day-to-day running of Inclusion Schools do not directly or indirectly discriminate against learners with SEND.

The Deputy Head of Learner Welfare & SEND

The Deputy Head of Learner Welfare and SEND will be responsible for:

- Collaborating with the Headteacher and Head for Quality of Education to determine the strategic development of the SEND policy and provision in Inclusion Schools.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual learners with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of Inclusion Schools' delegated budget and other resources to meet learners' needs effectively.
- Liaising with the parents/carers of learners 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 learners and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant Inclusion Education representatives and the Headteacher to ensure that Inclusion Schools meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that Inclusion Schools keeps the records of all learners with SEND up-to-date
- Providing professional guidance to colleagues, and working closely with staff, parents 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.
- Creating learner profiles and continuing to monitor and update, as necessary
- Meeting fortnightly with the Local Authority caseworker representative about any changes in progress, academic development or cause for concern.
- Keeping the Headteacher and schools' governors aware of any significant changes in learner progress or school provision.

- Leading SEN Zone to ensure staff are updated and supported on learners, case studies, strategies, discuss concerns and have the chance to complete Boxall as a group, to know what targets they are working to.
- Prepare and review information for inclusion in the schools' SEN information report and any updates to this policy

The Head for Quality of Education

The Head for Quality of Education is responsible for ensuring Inclusion Schools offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all learners.

In enacting this policy, the Head for Quality of Education will:

- Ensure Inclusion Schools holds ambitious expectations for all learners with SEND.
- Establish and sustain culture and practices that enable learners with SEND to access the curriculum and learn effectively.
- Ensure Inclusion Schools works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of learners, providing support and adaptation where appropriate.
- Ensure Inclusion Schools fulfils its statutory duties with regard to the SEND code of practice.
- Regularly and carefully reviewing the quality of teaching for learners at risk of underachievement, as a core part of Inclusion Schools' performance management arrangements.

All staff

All staff are responsible for:

- Planning and reviewing support for learners with SEND on a graduated basis, in collaboration with parents/carers, the Deputy Head of Learner Welfare and SEND and, where appropriate, the learners themselves.
- Setting high expectations for every learner and aiming to teach them the full curriculum, whatever their prior attainment.
- Setting high expectations and ambitions for each learner's personal development, including managing mental health, resilience, confidence and independence
- Planning lessons to address potential areas of difficulty to ensure that they reduce the barriers to every learner achieving.

- Planning therapeutic sessions to address potential areas of difficulty to ensure that there are no barriers to a learner making therapeutic progress
- Ensuring every learner with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the learners
- Being aware of the needs, outcomes sought, and support provided to any learners with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable learners with the support of the Deputy Head of Learner Welfare and SEND.

5. Identifying SEND

Inclusion Schools recognises that early identification and effective provision improves long-term outcomes for learners. Although our learners come to us with EHCPs and some have diagnosis' we are aware that might not be all of the learners needs and further investigation and assessment maybe needed.

We encourage curiosity, asking:

- Why is this learner emotionally regulating in this way?
- What are their needs?
- Have they changed
- What needs to be implemented for support?

As part of the overall approach to monitoring the progress and development of all learners, the schools have a clear approach to identifying and responding to SEND as outlined in Inclusion Schools' SEN Information Report.

With the support of the Head for Quality of Education, teachers and learning and therapeutic mentors the schools will conduct regular progress assessments for all learners, with the aim of identifying learners whose academic progress is affected by the needs and mental health.

This may be indicated by:

- The learner's individual progress has a significant drop based on projections using previous baselines and assessments
- Not attending lessons,
- The learner's emotional regulation and presentation
- Increased absence from school

The Deputy Heads will consider the above using curiosity, along the lines of the following:

- Why has their attainment stagnated/dropped?
- Those not attending lessons, why not?
- Those on reduced timetables, how do we build them up?
- Their emotional regulation, what is it telling us?
- Not attending school, why not? What are the barriers?
- Parents/carers, making sure we have a good working relationship and trust.
- Making observations, what are we seeing? What support can be put in place to make the classroom more accessible?

Inclusion Schools 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

6. Safeguarding

Inclusion Schools recognises that evidence shows learners with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that learners 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.

It is for this reason that the Deputy Head for Learner Welfare and SEND is the Lead Deputy Designated Safeguarding Lead.

Inclusion Schools recognises that there are additional barriers to recognising abuse and neglect in this group of learners. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the learner's condition without further exploration.
- These learners being more prone to peer group isolation or bullying (including prejudice-based bullying) than other learners.

- The potential for learners with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers (such as selective mutism) and difficulties in managing or reporting these challenges.

The Headteacher and Governors will ensure that Inclusion Schools' 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 learners 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 Deputy Head of Learner Welfare and SEND.

7. SEND Support

Inclusion Schools are aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is adapted for individual learners, is the first step in responding to learners who have SEND.

All staff at Inclusion Schools will:

- Set high expectations of ambition and success for every learner.
- Plan stretching work for learners whose attainment is significantly above the expected standard.
- Plan lessons for learners who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons/therapeutic sessions to ensure that they reduce barriers so every learner can make progress
- Be responsible and accountable for the progress and development of the learners in their class, including where learners access support from teaching assistants or specialist staff.
- Deliver therapeutic sessions to enable social and emotional progress, as measured by Boxall and reviewed in SEN Zone meetings

Decisions on whether to make special educational provision for learners will be based upon:

- Discussions between the member of staff and Deputy Head of Learner Welfare and SEND.
- Analysis of the learner's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the learner and their parent/carers

Once a learner has been identified with SEND, Inclusion Schools will employ a graduated approach to meeting the learner'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 learner's needs and of what supports the learner in making good progress and securing good outcomes. The process is as follows:

Assess: establishing a clear assessment of the learner'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 learner's progress in line with the agreed review date Where higher levels of need are identified, Inclusion Schools will access specialised assessments from external agencies and professionals.

English as an Additional Language (EAL)

Inclusion Schools is aware that there may be learners at Inclusion Schools 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 learners with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

Inclusion Schools will consider the learner within the context of their home, culture and community and look carefully at all aspects of a learner'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.

Please see Inclusion Schools' English as an Additional Language for further information.

8. Transition

Transition on admission

Inclusion Schools are aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

When transitioning into school, once the place has been agreed by SEN, we work closely with the learner and their family, to support a successful and learner lead transition place. These start with home visits, meeting their tutor, baseline assessments within the first 2 weeks and making a bespoke timetable to suit the needs of that young person.

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

When transiting out of Inclusion Schools, the transition team work with our learners with Post 16 provision visits, support writing letters from the learner to their new provision about what helps them, along with a robust and detailed Year 11 review.

Supporting successful preparation for adulthood

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

Inclusion Schools will:

- Seek to understand the interests, strengths and motivations of learners and use this as a basis for planning support around them.
- Support learners so that they are included in social groups and develop friendships.
- Ensure that learners with SEND engage in the activities of Inclusion Schools and in any wider community activity.
- Engage with secondary/primary schools and colleges, as necessary, to help plan for any transitions.
- 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.

9. Involving learners in decision making

Inclusion Schools is committed to working in partnership with all parents/carers in the best interests of their child, providing 3 reports across the year, one each term, with the summer term being the most detailed for all parents on their child's progress for academics as well as on their SEMH needs.

To complement the reports, tutors contact home fortnightly, to celebrate the positive achievements and any concerns or changes in behaviour, being proactive not reactive.

The planning Inclusion Schools implements will help parents/carers and learners with SEND express their needs, wishes and goals, and will:

- Focus on the learner as an individual, not allowing their SEND to become a label.
- Be easy for learners and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the learner's strengths and capabilities.
- Enable the learner, 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.
- Bring together relevant professionals to discuss and agree together the overall approach.

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

Where necessary, Inclusion Schools will facilitate support from an advocate to ensure the parent/carer views are heard and acknowledged.

10. Funding for SEND support

Where additional learner needs are identified by Inclusion Schools during the learner's placement, the school will use its capacity and resources to ensure that these needs are sufficiently met and that the child's EHCP is updated to reflect these needs.

Where learners with SEND have been receiving early intervention support but are still not making sufficient progress, Inclusion Schools will consult with the Local Authority to access top-up funding provide the necessary specialist support to enable the learner to make progress.

11 Reviewing Education, Health and Care Plans

Inclusion Schools will ensure that all staff monitor and review the learner's progress during the year and conduct a formal review of the EHC plan at least annually. Inclusion Schools 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 learner 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 Inclusion Schools 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.
- Lead the review of the EHC plan to create the greatest confidence amongst learners and their parents.
- 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 learner that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for CLA, 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 learner's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each learner'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 learner's needs significantly change, Inclusion Schools will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, Deputy Head of Learner Welfare and SEND will request the LA to conduct a re-assessment of a learner whenever they feel it is necessary.

12. Managing Complaints

Inclusion Schools' Complaints procedure can be found on Inclusion Schools' website(s) or by contacting the school office.

Following a parent/carer's serious complaint or disagreement about the SEND provision being made for their child, Inclusion Schools will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

Inclusion Schools are aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution
- Mediation
- Appeals to the SEND Tribunal

Inclusion Schools will meet any request to provide information for a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

13. Staff Training and Improving Practice

Inclusion Schools is committed to the learning and development of all its staff members and training opportunities will be provided and delivered.

The Deputy Head of Learner Welfare and SEND working with the Quality of education Deputy Head will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing learners with SEND.

Examples of SEND training have included:

- Precision Teaching
- Adaptive Teaching
- Selective mutism delivered by HCC Speech and Language Therapy
- What is Speech, Language and Communication Needs (SCLN)
- Zones of Regulation, delivered by AceTherapies
- PDA training

14. Use of Data

All information about learners will be kept in accordance with Inclusion Schools' Data retention and Destruction Policy and the Data Protection Policy. Inclusion Schools' 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 learner's time in Inclusion Schools, as well as its impact, e.g. through the use of Boxall profiles
- 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 learners.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable. Inclusion Schools keep data on the levels and types of need within Inclusion Schools and makes this available to the LA and Ofsted.
Confidentiality Inclusion Schools will not disclose any EHC plan without the consent of the learner's parents, except for specified purposes or in the interests of the learner, such as 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 learner's application for learners with disabilities allowance in advance of taking up a place in HE.
 - To the Headteacher (or equivalent position) of the setting at which the learner is intending to start their next phase of education.
 - With outside agencies such as OT or SaLT, with the parents permission to share

15. Monitoring and Publishing Information

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 Deputy Headteacher for Learner Welfare & SEND provides reports to the schools' governors at least twice per year.

16. Joint Commission Planning and Delivery

Inclusion Schools will work closely with local education, health and social care services to ensure learners get the right support.

Inclusion Schools 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).

Inclusion Schools will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for learners with SEND.
- Increasing the identification of learners with SEND prior to school entry.

Where learners 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.

17. Links to other policies

- SEN Information Report
- Curriculum Policy
- Mental Health Policy
- English as an Additional Language Policy
- Attendance Policy
- Safeguarding & Child Protection Policy
- Behaviour Policy