



# **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY**

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# 1. Statement of intent and the school's values

Robin's Way School believes that all young people are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and eventually make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for students 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 students and their parents/carers in decision-making.
- The early identification of students' 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 students with SEND.
- Greater choice and control for students and their parents 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 pupil 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.

## **How does the school know when a young person needs extra help?**

Robin's Way School offers a unique and stimulating environment where every student is able to make outstanding progress in their personal development and enjoy success in their education.

With modern, well-resourced classrooms, the expertise of the dedicated staff team ensures that each child can put past failures behind them in a calm and settled atmosphere.

Each student is motivated through a personalised curriculum and clear targets.

**Robin's Way School** is located in the village of Figheldean, just three and a half miles north of Amesbury in Wiltshire. While nestled in a quiet rural setting, the school welcomes students primarily from across Wiltshire and Hampshire. Housed in the grounds of a former Victorian village school, Robin's Way now operates from fully refurbished and modernised premises, blending historical charm with contemporary facilities.

## **How does Robin's Way school know when a young person needs extra help?**

Robin's Way School provides education for students at primary school age that are identified as having a range of special educational needs. All students who attend Robin's Way School have an Education, Health and Care Plan (EHCP) that sets out each child's individual needs. These plans outline the support we must make to meet each child's needs.

In addition to this, the school undertakes a broad range of formal and informal assessments to enable us to constantly review the needs of our students and respond accordingly. We have excellent systems in place to discuss and share progress with parents and carers and this allows any issues to be discussed promptly and, where necessary, change support or plans within the school.

### **How will the school staff support my young person?**

Class sizes are small in comparison to mainstream schools with a maximum of six students who are supported by a tutor team of a teacher, a teaching assistant and a varying number of learning support assistants. This allows for a high level of support for learning within each classroom. The tutor team is responsible for each child's individual education plan; personal learning and behaviour targets are set and reviewed regularly throughout the year. A member of the tutor team will contact parents and carers on a regular basis.

Staff formally assess student progress ongoing throughout the term and Individual Education Plans are updated termly, three times a year. If required, and in consultation with the school's senior leadership team, arrangements are made for additional support or further interventions to help students overcome their barriers to learning. The school's proprietor, Acorn Education, is actively involved in the life of the school and receives reports on all aspects of student progress and whole school performance through the governance cycle.

### **How will the curriculum be carefully matched to my young person's needs?**

We aspire to create an inclusive and dynamic learning environment where every child is empowered to reach their full potential and to always be 'Ready, Respectful and Safe' regarding learning opportunities.

We maintain a deep commitment to excellence, personal growth and lifelong learning as we prepare our young people to thrive in an ever-changing world



Our values of Inclusivity; Excellence; Curiosity; Integrity; Resilience and Sense of Community will underpin our school and curriculum offer and allow us to get to know each young person that attends Robin's Way School.

We are fully committed to providing our students with a purposeful and engaging academic curriculum, resulting in them being able to embrace the world with increased opportunity.

It is key that each of these are of equal importance and in fact all support each other equally:

- a. Develop a child's well-being and you improve their chances of achieving academically. They will also develop the confidence to tackle and understand those key life skills for success.
- b. Prove to a child that they can be successful academically will do wonders for their well-being. They will also be better able to reflect on and develop those key life skills.
- c. Give children the skills to be successful in life and again their well-being will rise significantly. They will also grow in confidence within their academic subjects and value and appreciate the importance of academia more readily.

Providing a rich, inclusive, holistic learning environment where every learner is empowered to progress and achieve at the highest level is fundamental to the philosophy at Robin's Way School.

The curriculum is the whole learning experience offered by the school, including the therapeutic, well-being and Positive Behaviour and Reinforcement system (PBRs) aspects of the school ethos.

How students learn is as important as what they learn. Students are learning all the time, and it is our responsibility to optimise learning opportunities throughout the school day, in curriculum time and at social times. Within our established ethos and person centred values, students will gain confidence in making positive, healthy choices and increase their knowledge and understanding of the world around them.

All teachers and professionals engaged in teaching and learning activities will be partners in learning and continuously develop their skills and competencies for providing an appropriate range of strategies to inspire all of our learners.

**We aim to ensure that the curriculum:**

1. Is broad, balanced and relevant, focusing on demonstrable positive impact upon all aspects of the individual needs of each student, including their SEMH needs.
2. Will encourage all students to reach their full potential.
4. Is flexible enough to meet the needs of our diverse population within our school and matched to the individual needs of the student at the current point in their development.
5. Builds on students' existing knowledge, skills and understanding.
6. Recognises that students often enter the school with low academic and well-being starting points and provides individualized support to close the gaps and overcome barriers to learning.
7. Reflects the multicultural nature of society and builds on Fundamental British Values.
8. Develops confidence, resilience, high self-esteem and independence.
9. Develops a respect for themselves, other people and the environment.

10. Prepares students for the opportunities, responsibilities and experiences of their next phase in Education.
11. Enables students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations including preparation of adult life.
12. Supports students' spiritual, moral, social and cultural development.
13. Supports students' physical development and responsibility for their own health, and encourages them to be active.
14. Ensures equal access to learning, with high expectations for every student and appropriate levels of challenge and support.
15. Provides subject choices that support students' learning and progression, and enables them to work towards achieving their goals.
16. Develops students' independent learning skills and resilience, to equip them for the next stages in their learning.

Teachers plan their lessons to enable all learners to make good progress and to be challenged. This includes planning different tasks for students of differing abilities, allocating increasing amounts of support or setting open-ended tasks and allowing students to respond according to their level of understanding. There is an emphasis on nurture and preparing children for learning, Literacy and Numeracy are threads that are evident within a broad range of activities.

#### **What support will there be for my young person's overall well-being?**

Robin's Way School has a very strong ethos, based on our core values of Inclusion; Excellence; Curiosity Integrity; Resilience and Community. We have strong pastoral systems in place, and we promote self-belief and encourage aspirational personal achievements. Most students attending Robin's Way School have experienced difficulties in their previous mainstream education, resulting in fixed and sometimes permanent exclusions. At Robin's Ways School, students can access a very high level of support to improve behaviour.

Expectations are high and students have targets set that relate to their behaviour, wellbeing and learning. Students are taught to take responsibility for their behaviour and there are clear natural consequences if behaviour is detrimental to their own learning or that of other students.

Students are encouraged to reflect on their behaviour and consider alternative strategies to better manage themselves when they are challenged by set tasks and social situations. We aim to support students to return to learning with their peers as quickly as possible and, other than in exceptional circumstances, students start afresh each day.

All non-attendance is followed up daily and we work very closely with our students, parents and carers to ensure high attendance is maintained and celebrated! Attendance issues are dealt with promptly with appropriate interventions being put into place to support our young people and Parents/Carers.

The student voice is represented through the active school council which meets on a regular basis. They annually conduct whole school student surveys, the results of which are published on the school website.

Each class at Robins Way School operates with a nurturing ethos, designed to support pupils who display emotions and behaviours more typical of earlier developmental stages. These behaviours often stem from experiences that have interrupted their typical emotional growth. Our approach is trauma-informed, recognising that many of our pupils have missed key developmental experiences that are essential for building the social and psychological foundations necessary for learning.

Our classes are underpinned by Attachment Theory, which focuses on the bond between children and their primary caregivers. When these early relationships are inadequate or disrupted, young people can become emotionally stuck at an earlier stage of development. Our nurturing approach seeks to rebuild these foundations, providing the safety and support needed for pupils to move forward.

Academically there is particular focus on core subjects; a synthetic phonics programme supporting reading, and a structured maths scheme which offers personalised learning. There is a wide programme of educational visits to enhance their learning experience, enjoy drama and storytelling.

Practical activities such as gardening, cookery and sports are all offered. A key focus remains the development of their self-esteem and sense of personal well-being.

Students with a wide range of needs, including social and emotional issues, learning difficulties, mental health problems and associated conditions, are able to enjoy extraordinary outcomes and be happy at school.

All students are encouraged to reach high standards in every aspect of their lives. When Students move on from Robin's Way school, we are confident they are well prepared for the next step of their journey, can be confident in approaching new challenges and lead happy and meaningful adult lives.

### **How will both you and I know how my young person is doing and how will you help me to support my child's needs?**

Support from home plays a crucial role in helping children thrive in education. At Robins Way School, we are committed to working closely with families to ensure the best possible outcomes for every pupil. Regular communication with parents and carers allows us to celebrate achievements and address any concerns promptly, fostering a strong partnership between home and school.

We assess each child holistically, taking into account their overall wellbeing, academic development, and individual skills. Progress is measured through a wide range of indicators, including their personal learning journey, emotional growth, and areas where additional support may be needed—whether in learning, social development, or behaviour.

Teachers provide both formal and informal updates on your child's progress. In addition to regular day-to-day communication, we hold events and share detailed reports that reflect the child's development across all aspects of their school experience, ensuring that every area of growth is recognised and supported.

All parents will also have access to full-time members of staff who will be able to meet with you either in school or within the home to discuss any issues or concerns that you may have. They will also be able to provide you with additional supportive ideas to further engage and support your child.

These are some ideas to help you support your child's learning at home:

- Discuss your child's day with them and encourage them to talk about their learning and what is happening at school.
- Praise your child if they are trying their best and have achieved something either in school or at home.
- Talk to your child about their strengths and interests.
- Encourage any reading and look for opportunities to develop literacy and numeracy skills, especially when out in the community
- Encourage them to complete tasks on their own and then for them to explain things to you afterwards.
- In addition, you can contact the school at any time to make an appointment to see your child's tutor.

## 2. Legal framework

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

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 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'
- DfE (2015) 'Supporting students at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018' (Updated 2022)
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'Keeping children safe in education 2023'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled students'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Data Protection Policy
- Medical Administration Policy
- Safeguarding Policy
- Suspension and Exclusion Policy

- Behaviour Policy
- Complaints Policy
- Accessibility Policy

### **3. Objectives**

Robin's Way School is required to identify and address the SEND of the students that they support. Through the implementation of this policy, the school will:

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

### **4. Roles and responsibilities**

The governing board 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 students with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all students.

In enacting this policy, the Headteacher will:

- Ensure the school holds ambitious expectations for all students with SEND.
- Establish and sustain culture and practices that enable students 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 students, providing support and adaptation where appropriate.
- Ensure the school 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 students 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 school do not directly or indirectly discriminate against students with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual students 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 school's delegated budget and other resources to meet students' needs effectively.
- Liaising with the parents of students with SEND.
- Liaising with early year's 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 students and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the Headteacher 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 students 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.

- 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 students on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Setting high expectations for every student 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 student achieving.
- Ensuring every student can study the full national curriculum.
- Being accountable for the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable students with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher.

## **5. Identifying SEND**

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

The school 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**

The school recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that students 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, sexual violence and harassment.

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

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

The Headteacher and governing board will ensure that the school's 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 students with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with students 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 SENCO.

## **7. SEND support**

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

Teachers at the school will:

- Set high expectations for every student.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every student achieving.

- Be responsible and accountable for the progress and development of the students in their class.

## **EAL**

Robin's Way School is aware that there may be students 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 students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the student within the context of their home, culture and community and look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

## **8. 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 students have EHCP plans, these will be reviewed and amended in sufficient time prior to a student moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

## **9. Involving students 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.

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

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

Where necessary, the school will facilitate support from an advocate (FLO) to ensure the parent's views are Heard and acknowledged

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

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

Where students with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

## **11. Reviewing EHC plans**

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

Robin's Way 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 student 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.
- Lead the review of the EHC plan to create the greatest confidence amongst students 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 student 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 student'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 student'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 student'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 governing board or Headteacher will request the LA or funding LA to conduct a re-assessment of a student whenever they feel it is necessary.

## **12. Managing complaints**

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

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

The school is 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.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'

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

Robin's Way 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 students with SEND.

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

All information about students will be kept in accordance with the school's Data Protection Policy.

The school's records will:

- Record details of additional or different provisions made under SEND support, with accurate information to evidence the SEND support that has been provided over the student's time in the school, as well as its impact, e.g. using 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 students.

- Maintain an accurate and up-to-date register of the provision made for students with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

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

### **Confidentiality**

The school will not disclose any EHC plan without the consent of the student's parents, except for specified purposes or in the interests of the student, 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 student's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Headteacher (or equivalent position) of the setting at which the student is intending to start their next phase of education.

The school will always adhere to the Student Confidentiality Policy.

## **15. 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 SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

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

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

The school 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 school will draw on the wide range of local data sets about the likely educational needs of students 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 students with SEND.
- An analysis of local challenges or sources of health inequalities.

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

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

Where students 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. Local Offer

Robin's Way School and the Acorn Education governing board will collaborate with and support the LA or funding LAs at their request, in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and students in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school 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 students' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and students 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 school will work with the LA to review the Local Offer to ensure that, when parents and students access the Local Offer, the information is up-to-date.

Hath Farm School will provide the LA with information about their existing SEND provision and capabilities to support students with SEND to aid in the drafting of the Local Offer, where required.

## 18. Monitoring and review

The policy is reviewed on an **annual** basis by the Headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of students with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.