

SEND Policy

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1. Our vision, values and purpose

St Margaret's CE Primary School is committed to ensuring that every pupil is valued, included, safe and able to achieve their best. In relationship with St Margaret's Church, the Diocese of Manchester and the wider community, we seek to nurture spiritual values that reflect our diverse school community. We promote caring, respect, belonging, achievement, equality of opportunity and the dignity of every individual.

We recognise that pupils have different strengths, experiences and needs. Some pupils may require special educational provision at some point in their school career. We identify needs as early as possible, work in partnership with pupils and their parents or carers, and use our best endeavours to secure the provision required by law.

Inclusion is the responsibility of every adult in school. It is not confined to the work of the SENCO or the Inclusion Team. We aim to remove barriers to learning and participation so that pupils with SEND can access an ambitious, broad and balanced curriculum and take part in the wider life of the school alongside their peers.

2. Purpose and scope

This policy sets out how the school identifies, assesses and supports children with special educational needs and disabilities (SEND), how provision is planned and evaluated, and how leaders, governors, staff, pupils, parents and external partners work together. It applies to all staff, governors and volunteers and should be read alongside the school's SEN Information Report and the related policies listed on the cover. The SEN Information Report provides the detailed, current information required for families about the school's arrangements and provision. This policy explains the principles, responsibilities and procedures that underpin those arrangements.

3. Legal and guidance framework

The school has regard to the relevant legislation and statutory guidance, including:

- Children and Families Act 2014, including the duties relating to children and young people with SEND and support for pupils with medical conditions.
- Equality Act 2010, including the duties to avoid disability discrimination, make reasonable adjustments and promote equality of opportunity.
- Special Educational Needs and Disability Regulations 2014.
- SEND Code of Practice: 0 to 25 years (2015), as updated.
- The current statutory framework for the Early Years Foundation Stage, where applicable.
- The current statutory guidance on supporting pupils at school with medical conditions.
- The current Ofsted State-funded School Inspection Toolkit, including its Inclusion evaluation area, as applicable at the date of inspection.
- Relevant safeguarding guidance, including Keeping Children Safe in Education, and current data protection requirements.

The school will review this policy when relevant legislation, statutory guidance or inspection requirements change. References to guidance do not replace the school's duty to comply with the law.

4. What are special educational needs and disability?

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision is provision that is additional to, or different from, that made generally for other children of the same age in a mainstream school. A disability under the Equality Act 2010 is a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. A pupil may be disabled without having SEN, and may have SEN without being disabled. Some pupils will be both.

The broad areas of need identified in the SEND Code of Practice are:

Area of need	Examples of barriers that may be experienced (not an exhaustive list)
Communication and interaction	Speech, language and communication needs; understanding or using language; social communication; interaction; autism-related needs.
Cognition and learning	Learning at a slower pace; difficulties with literacy, numeracy, memory, processing, working memory or specific learning difficulties.
Social, emotional and mental health	Difficulties with emotional regulation, anxiety, relationships, self-esteem, mental health or behaviour that may reflect an underlying need.
Sensory and/or physical needs	Hearing or visual impairment, sensory processing differences, physical disability, mobility or medical needs that affect access to learning.

These categories help us understand needs but are not labels or a checklist. A pupil's needs may span more than one area and may change over time. We consider the whole child, their strengths, interests, aspirations, context and barriers to participation. English as an additional language, low attendance, gaps in prior learning, disadvantage, a change in family circumstances or a lack of opportunity do not, by themselves, mean that a pupil has SEND. We consider these factors carefully and avoid confusing them with, or overlooking, an underlying special educational need. A pupil must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught.

5. Our inclusion strategy and graduated universal offer

The school's inclusion strategy sets out how leaders identify and reduce barriers for the whole school community, how resources and expertise are deployed, and how the impact of this work is evaluated. It is implemented through the school improvement process and should be read alongside this policy. The strategy should identify the needs and strengths of the current pupil cohort, priorities for improving access and participation, staff development, specialist support, reasonable adjustments and the use of relevant funding. Leaders and governors review whether the strategy is improving pupils' experiences, access, participation, progress and outcomes.

6. High-quality teaching and adaptive practice

High-quality teaching is the first response to pupils' needs. Teachers are responsible for the progress and development of every pupil they teach, including pupils who receive support from teaching assistants or specialist staff. Additional interventions do not replace high-quality classroom teaching. Teachers plan and adapt learning so that pupils with SEND can access the same ambitious curriculum, with appropriate adjustments to the route, resources, scaffolding or means of demonstrating learning. Depending on individual need, this may include:

- Clear explanations, explicit modelling, worked examples, guided practice and opportunities to revisit and practise learning.
- Breaking instructions and tasks into manageable steps; checking understanding and allowing processing time.
- Pre-teaching and revisiting key vocabulary, concepts and background knowledge.
- Visual timetables, now-and-next boards, visual prompts, communication aids and accessible classroom resources.
- Carefully planned scaffolding, structured choices, prompts and gradual removal of support to develop independence.
- Adapted presentation of text and information, accessible formats, assistive technology and appropriate equipment.

- Thoughtful seating, classroom organisation, sensory adjustments, movement breaks and planned regulation support.
- Flexible ways for pupils to communicate, participate and demonstrate what they know.
- Targeted support from adults that promotes independence and does not create unnecessary reliance.

Adaptations are based on the pupil's identified needs and reviewed for their effectiveness. They should not unnecessarily narrow the curriculum, lower expectations or routinely separate pupils from their peers. Where a pupil requires an alternative or modified activity, this is individually considered, discussed with the pupil and parents, and reviewed to ensure that it is necessary and proportionate.

7. Identification, assessment and the SEND register

We identify needs as early as possible through a combination of information, professional judgement and discussion. A concern may be raised by a parent, pupil, teacher, SENCO, early years setting, previous school or health or other professional by completing a cause for concern form.

Identification and assessment may draw on:

- Information received on admission or transition from a previous setting.
- Teacher assessment, curriculum-based assessment, attainment and progress information.
- Observation of learning, communication, interaction, play, behaviour, emotional regulation and participation.
- Attendance and punctuality information, considered alongside other evidence.
- Pupil views, parent and carer knowledge, and the views of relevant professionals.
- Screening or specialist assessment where appropriate and proportionate.
- The impact of teaching approaches, reasonable adjustments and targeted support already provided.

We use a graduated approach and do not wait for a diagnosis before putting appropriate support in place. Equally, a diagnosis does not automatically mean that a pupil has SEN; the key consideration is whether the pupil has a learning difficulty or disability that calls for special educational provision.

7.1 Deciding whether a pupil has SEN

Where a teacher or parent raises a concern, the class teacher and SENCO discuss the evidence, the pupil's strengths and needs, the quality of teaching already in place and the adjustments or support that may be required. Parents are informed and involved. The school considers whether the pupil's needs can be met through ordinarily available high-quality teaching and reasonable adjustments or whether special educational provision that is additional to or different from that generally available is required. Where the school decides to make special educational provision, parents are informed and the pupil is recorded on the school's SEND register as receiving SEN Support, unless they already have an Education, Health and Care (EHC) plan. The decision, evidence, provision and review arrangements are recorded. The SEND register is reviewed regularly and is not a fixed label. Where a pupil's needs change, the school discusses this with the pupil and parents. A pupil may cease to be identified as having SEN where evidence shows that they no longer require special educational provision. This decision is made carefully, recorded and shared with parents. Support and reasonable adjustments required under the Equality Act continue where applicable, whether or not a pupil is on the SEND register.

8. The graduated approach: Assess, Plan, Do, Review

The school follows the graduated approach set out in the SEND Code of Practice. It is a continuous cycle, not a one-off process. The pupil and parents are involved at each stage, and the class teacher remains responsible for the pupil's learning.

Stage	What the school does
Assess	The class teacher, with the SENCO and relevant professionals where appropriate, analyses the pupil's needs, strengths, progress, barriers and response to teaching. This includes the views of the pupil and parents and relevant assessment information.
Plan	The teacher and SENCO agree the desired outcomes, adjustments, teaching strategies, additional provision, responsible adults, frequency, duration and review date. The plan is shared with the pupil and parents in an accessible form.
Do	The class teacher remains responsible for overseeing provision and works with teaching assistants and specialists to deliver the agreed support. Staff use the strategies consistently and record relevant information about implementation and response.
Review	The school evaluates progress towards outcomes, the pupil's experience and the effectiveness of the support with the pupil and parents. Provision is continued, adapted, increased or reduced as appropriate. The next steps are recorded.

Where appropriate, an Individual Support Plan (ISP) and an All About Me (AAM) profile are created. These should be practical, accessible documents that identify strengths, needs, pupil voice, outcomes, strategies, provision, responsibilities and review arrangements. Targets should be specific, measurable, achievable, relevant and time-bound where this is appropriate to the pupil's needs. The school normally reviews ISPs and SEN Support at least termly. Reviews may take place sooner where a pupil's needs, circumstances or provision require it. Parents are offered the opportunity to contribute and receive a copy of relevant plans and review information.

8.1 Interventions and additional provision

Additional provision may include targeted teaching within the classroom, small-group or individual teaching, specialist resources, communication support, equipment, environmental adjustments or advice and intervention from external professionals. Examples may include a writing slope, workstation, coloured overlay where individually assessed as helpful, structured language support or a programme recommended by a specialist. Staff consider whether the intervention is evidence-informed and appropriate to the pupil's needs. The impact of an intervention is evaluated against its intended outcomes and the pupil's wider classroom progress and experience. Attendance at sessions or completion of a programme is not, by itself, evidence of impact. If the pupil is not making expected progress, leaders and staff review the accuracy of assessment, the quality of teaching, implementation, attendance, suitability and intensity of the intervention, and whether specialist advice or an EHC needs assessment should be considered.

9. Education, Health and Care needs assessments and plans

Where, despite relevant and purposeful action to identify, assess and meet a pupil's SEN, the pupil has not made expected progress, the school may consider requesting an EHC needs assessment from Manchester City Council. The school will discuss this with the pupil and parents and explain the evidence and process. Parents and young people also have a right to request an assessment themselves. The school will contribute evidence to an EHC needs assessment, including the pupil's needs, strengths and aspirations; the provision made and its impact; progress information; the views of the pupil and parents; and advice from relevant professionals. The school will work with the Local Authority and health and social care partners as required.

Where a pupil has an EHC plan, the school will:

- Use the plan to inform the pupil's provision, outcomes, support and reasonable adjustments.
- Ensure that the special educational provision specified in the plan is secured by the responsible bodies and delivered by the school where it is the school's responsibility.

- Identify staff responsible for coordinating and delivering the provision and ensure they understand the relevant requirements.
- Monitor progress towards the outcomes and keep appropriate records of provision and impact.
- Arrange and contribute to an annual review in accordance with statutory requirements, inviting the pupil, parents, Local Authority and relevant professionals.
- Provide advice and evidence for the annual review, including progress, whether outcomes remain appropriate and whether amendments to the plan are needed.
- Work with the Local Authority and receiving setting to plan transitions and ensure relevant information is shared securely.

The school will raise concerns with the Local Authority where specified provision is not being secured or where the plan no longer reflects the pupil's needs. The SENCO will coordinate the school's contribution, but responsibility for delivery is shared by the relevant leaders and staff.

10. Working with pupils and families

We recognise parents and carers as partners and value their knowledge of their child. We aim to communicate openly, respectfully and in a timely way. Parents are informed when the school is making special educational provision and are involved in decisions about assessment, planning, support and review.

The school will:

- Provide a clear point of contact through the class teacher and SENCO.
- Listen to and record parents' views, concerns, knowledge and aspirations.
- Explain the reasons for decisions about identification, support and review in clear language.
- Offer meetings and appropriate opportunities to contribute to ISP reviews and EHC plan processes.
- Provide information in an accessible format or arrange interpretation or communication support where reasonably required.
- Signpost families to relevant services, advice and the Manchester Local Offer.
- Respond to concerns promptly and seek to resolve issues through discussion before using the formal complaints procedure.

Pupils are supported to express their views in a way that is appropriate to their age, understanding and communication needs. This may include conversation, visual choices, symbols, communication aids, observations, supported questionnaires or contributions from a trusted adult. Their views, interests, strengths, aspirations and desired outcomes inform planning and review.

The Manchester Local Offer provides information about services and support available for children and young people with SEND and their families: https://www.manchester.gov.uk/schools-education-and-childcare/special-educational-needs/our-local-offer-for-children-and-young-people-with-sen-and-disabilities

11. Safeguarding and the additional vulnerability of some pupils with SEND

All pupils with SEND are entitled to the same high standards of safeguarding and protection as other pupils. Some pupils may face additional barriers to recognising, communicating or reporting abuse, neglect, bullying, exploitation or harm. A disability or communication difference must never be allowed to prevent a child from being heard or taken seriously.

All staff must follow the school's Safeguarding and Child Protection Policy and report concerns promptly to the Designated Safeguarding Lead (DSL) or deputy DSL. Staff should:

- Know how each pupil communicates and how they may indicate discomfort, distress, fear or a safeguarding concern.
- Consider changes in behaviour, attendance, presentation, communication or engagement in the context of the individual pupil.
- Use accessible, age-appropriate safeguarding teaching and adapt materials or communication methods where needed.
- Ensure pupils have safe and accessible ways to disclose concerns, including access to a trusted adult and appropriate communication aids.
- Avoid assumptions that behaviour is solely a consequence of SEND and consider whether it may indicate distress, unmet need or harm.
- Share relevant information with the DSL and work with parents and external agencies in line with safeguarding procedures and information-sharing requirements.

The school considers the particular safeguarding needs of pupils with SEND when undertaking risk assessments, planning personal care, managing intimate care, organising trips and activities, and reviewing supervision arrangements. Any adjustments must preserve dignity, privacy and the pupil's voice.

12. Attendance, behaviour, emotional wellbeing and mental health

The school recognises that attendance, behaviour, emotional wellbeing and SEND can be connected. A pupil's difficulty attending, regulating emotions or meeting expectations may indicate an unmet need or a barrier that requires investigation. Such behaviour is not automatically evidence of SEND, but it must be considered thoughtfully and in context. Where concerns arise, the school works with the pupil and parents to understand possible causes and agree proportionate support. This may include:

- Reviewing whether the curriculum, environment, relationships, sensory demands or communication arrangements are creating barriers.
- Reasonable adjustments to routines, instructions, transitions, expectations or behaviour support where required.
- Early attendance support and an individual plan where attendance is a concern.
- Support with emotional literacy, co-regulation, relationships and access to trusted adults.
- A planned, supportive response to emotionally based school avoidance, including a carefully reviewed reintegration plan where appropriate.
- Advice or assessment from relevant health, mental health, educational psychology or other specialist services.
- Risk assessment and multi-agency planning where the pupil's safety or wellbeing requires it.

The school maintains high expectations for behaviour and learning while recognising that some pupils need reasonable adjustments and additional teaching or support to understand and meet expectations. Adjustments are individual, recorded where appropriate and reviewed for effectiveness. SEND is not a reason to tolerate bullying, discrimination or unsafe behaviour.

13. Equality, disability and reasonable adjustments

The school will not discriminate against disabled pupils and will make reasonable adjustments, including the provision of auxiliary aids and services where required, to avoid substantial disadvantage. These duties are anticipatory: the school considers in advance what disabled pupils may need and plans to remove barriers wherever possible. Reasonable adjustments are individual and may include changes to teaching, communication, equipment, routines, assessment arrangements, the environment, access to activities or the way information is provided. Adjustments are discussed with the pupil and parents and reviewed as needs change.

The school's Accessibility Plan sets out its planned improvements to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to increase access to education, facilities and services.
- Improve the delivery of information to disabled pupils in formats they can access.

14. Accessibility and participation in school life

The school aims to ensure that pupils with SEND and disabled pupils can participate in lessons, assemblies, worship, trips, visits, clubs, sport, performances, playtimes and other school activities. Access arrangements are planned in advance and are not dependent solely on a parent accompanying their child. Where a barrier is identified, the school considers reasonable adjustments, risk management, staffing, equipment, transport, personal care, communication and the environment. Any decision to adapt an activity is individual, proportionate and made with the pupil and parents wherever possible. The school does not routinely exclude pupils from activities because they have SEND or a disability.

15. Supporting pupils with medical conditions

The school makes arrangements to support pupils with medical conditions in accordance with section 100 of the Children and Families Act 2014 and the relevant statutory guidance. Some pupils with medical conditions will also have SEND; others will not. Where required, the school works with parents, the pupil and relevant health professionals to develop and maintain an Individual Healthcare Plan (IHP). The plan sets out the support required, medication and equipment arrangements, emergency procedures, staff responsibilities and any training needs. Staff who administer medication or provide medical support must receive appropriate training and follow the school's medical conditions procedures. The school plans for pupils with medical conditions to participate fully in the curriculum and wider school life, including off-site visits and physical education, with appropriate adjustments and risk management. Decisions about curriculum adaptations or alternative activities are individual, discussed with the pupil and parents, and reviewed. The school's Supporting Pupils with Medical Conditions Policy provides further operational detail.

16. Working with external agencies and local partners

The school works with relevant professionals and services to understand needs, secure advice and coordinate support. Depending on the pupil's circumstances, this may include educational psychologists, speech and language therapists, occupational therapists, physiotherapists, specialist sensory services, school health services, paediatricians, mental health services, social care, attendance services, voluntary organisations and other specialist providers.

The school seeks informed parental involvement and the pupil's views when making referrals, except where safeguarding or other legal duties require a different approach. We share information lawfully and proportionately. Advice from external professionals is considered alongside school-based evidence and translated into practical strategies for classroom staff. The SENCO and relevant leaders monitor whether agreed recommendations are implemented and whether they improve outcomes.

The school participates in relevant local authority and partnership arrangements and seeks to contribute to local strategies to improve experiences and outcomes for pupils with SEND. Where pupils are known to or previously known to children's social care, the school works with the relevant professionals and virtual school, where appropriate, and has regard to any Personal Education Plan.

17. Admissions and transitions

Admission arrangements for pupils with SEND are consistent with the school's published Admissions Policy and statutory requirements. A pupil with an EHC plan naming the school will be admitted in accordance with the statutory process. Pupils with SEND who do not have an EHC plan are considered under the same lawful admission arrangements as other pupils.

The school seeks information from previous settings and parents as early as possible. Transition planning is individual and may include meetings between settings, visits, photographs or social stories, sharing of routines and communication profiles, additional visits, staff training, familiarisation with key adults and the transfer of relevant records.

Transition support is considered for:

- Entry into Reception and the move from early years provision into school.
- Movement between classes, teachers and key stages within the school.
- Transfer to secondary school or another setting.
- A return to school after an extended absence, illness or period of alternative provision.
- Changes in placement or provision following an EHC plan review.

For pupils moving to secondary school, the SENCO and Year 6 team liaise with the receiving school's SENCO and relevant staff. Information is shared securely and in good time, and additional transition support is planned according to need. The school evaluates whether transition arrangements have helped the pupil settle, participate and access learning.

18. Staffing, training and deployment of resources

All staff are responsible for supporting pupils with SEND. The SENCO advises and supports colleagues, but class teachers remain accountable for the progress and development of pupils in their classes. Teaching assistants and other support staff work under the direction of teachers and contribute to the implementation and review of agreed provision. The school identifies staff development needs through analysis of the pupil cohort, assessment and review information, professional advice, staff confidence and school improvement priorities. Training may include in-house coaching and modelling, specialist input, professional development sessions, network meetings and relevant external courses. Training is evaluated through its effect on staff practice and pupils' experiences and outcomes. Resources are allocated according to assessed need, the school's duties, the provision available and the impact of support. Leaders consider how best to deploy staff, specialist expertise, equipment, interventions and funding to remove barriers and improve outcomes. The school will use its delegated resources and relevant high-needs funding in accordance with applicable arrangements.

The school does not allocate support solely by diagnosis, label or a fixed adult-to-pupil ratio. Decisions are based on the pupil's needs, desired outcomes, the effectiveness of different approaches and the requirement to promote independence and inclusion.

19. Roles and responsibilities

19.1 Governing Body

- Ensure that the school has regard to its statutory duties and that this policy and related arrangements are reviewed.
- Appoint or identify a governor with oversight of SEND and disability arrangements.
- Hold leaders to account for the quality of education, inclusion, provision and outcomes for pupils with SEND.
- Receive regular, appropriately anonymised reports on the SEND cohort, provision, outcomes, attendance, participation, exclusions or suspensions where relevant, and the use and impact of resources.
- Seek assurance that pupils with SEND are safeguarded, included and able to access the curriculum and wider school life.
- Ensure that governors understand their responsibilities and receive appropriate training.

19.2 Headteacher and senior leaders

- Lead and promote an inclusive culture and ensure that SEND is integral to school improvement.
- Ensure that staff understand and implement this policy and that the SENCO has sufficient status, authority, time and access to leaders to carry out the role effectively.
- Monitor the quality of teaching, adaptive practice, provision and outcomes for pupils with SEND.
- Ensure that resources are deployed strategically and that barriers identified through monitoring are addressed.
- Ensure that statutory duties, safeguarding responsibilities and partnership arrangements are met.

19.3 SENCO

- Coordinate the day-to-day implementation and development of the SEND policy and provision.
- Work with the headteacher and senior leaders to develop and evaluate the school's inclusion strategy.
- Advise and support teachers and other staff in identifying needs and planning effective provision.
- Oversee the SEND register, records, assessments, provision maps, ISPs and review arrangements.
- Coordinate the graduated approach and support the involvement of pupils, parents and external professionals.
- Coordinate the school's contribution to EHC needs assessments and annual reviews.
- Monitor the implementation and impact of specialist advice and targeted provision.
- Identify staff training needs and contribute to professional development.
- Liaise with the Local Authority, other settings and the SEND link governor.
- Organise SEND coffee mornings in which the local SEND offer is shared.

19.4 Teachers and support staff

- Provide high-quality teaching and make appropriate adaptations for pupils in their care.
- Know the strengths, needs, outcomes and strategies relevant to pupils they teach or support.
- Implement agreed provision consistently and communicate concerns or changes promptly.
- Contribute to assessment, planning, review and communication with parents.
- Maintain appropriate records and safeguard pupils in accordance with school procedures.

19.5 Pupils and parents

Pupils are encouraged and supported to express their views, take part in decisions and develop independence. Parents and carers are encouraged to share their knowledge, contribute to planning and reviews, and communicate with the school about changes or concerns. Partnership is based on mutual respect; responsibility for securing appropriate provision remains with the relevant education and statutory bodies.

20. Monitoring, evaluation and reporting

Leaders evaluate the effectiveness of SEND provision through a range of evidence. No single measure is sufficient. Monitoring considers pupils' starting points, progress, access to the curriculum, attendance, participation, independence, wellbeing, safety and experiences, alongside the views of pupils and parents.

Evaluation may include:

- Analysis of attainment and progress over time, including the progress of pupils with SEND compared with their starting points and relevant groups.
- Review of ISP and EHC plan outcomes and the extent to which specified provision is being delivered.
- Evaluation of intervention impact against baseline information and intended outcomes.
- Classroom visits, professional dialogue, scrutiny of planning and pupils' work, and review of adaptive teaching.
- Pupil and parent feedback, including whether pupils feel included, safe, listened to and able to participate.
- Attendance, persistent absence, behaviour, suspensions, exclusions and participation information, considered in context.
- Feedback from external professionals and evidence that recommendations have been implemented.
- Review of reasonable adjustments, accessibility and access to trips, clubs and wider opportunities.
- Analysis of patterns and gaps to identify whether particular groups of pupils face barriers or receive inconsistent provision.

Where monitoring identifies that provision is not effective or a pupil is not making expected progress, leaders take action. This may include reviewing assessment, adapting classroom practice, changing or intensifying support, seeking specialist advice, arranging additional staff development or considering an EHC needs assessment. Actions, responsibilities and review dates are recorded. The SENCO reports to the headteacher and governing body at least annually, and more frequently where appropriate. Reports should be sufficiently detailed to support challenge and strategic decision-making while protecting pupils' confidentiality. Governors should evaluate not only what provision is in place but what difference it makes.

21. Complaints and resolving concerns

We welcome questions, feedback and concerns from parents and carers. In the first instance, parents should contact the class teacher or SENCO, depending on the nature of the concern. If the issue is not resolved, it should be referred to the headteacher. The school will listen, clarify the concern, consider the evidence and explain the next steps. Where a concern remains unresolved, parents may use the school's formal Complaints Procedure, which is available from the school website or school office. This policy does not replace statutory routes of appeal or disagreement resolution relating to EHC needs assessments and EHC plans. The school will signpost parents to the Local Authority's SEND information, advice and support service and relevant statutory processes where appropriate.

22. Confidentiality, records and information sharing

The school maintains accurate, relevant and proportionate records about pupils' needs, assessments, provision and reviews. SEND information is stored securely and access is limited to staff and professionals who need it to support the pupil or fulfil their responsibilities. Information is

shared with parents and relevant professionals in accordance with data protection law, safeguarding requirements and the school's records management procedures. When a pupil moves setting, relevant information is transferred securely and in a timely manner to support continuity of education and provision. Staff must not promise absolute confidentiality where information indicates that a child may be at risk of harm.

23. Related policies and published information

This policy should be read alongside the school's current:

- SEN Information Report.
- Inclusion Strategy.
- Accessibility Plan.
- Equality Information and Objectives.
- Safeguarding and Child Protection Policy and Behaviour Policy.
- Attendance Policy, Admissions Policy and Complaints Procedure.
- Data Protection, Privacy and Records Management arrangements.

24. Review and approval

This policy will be reviewed annually, normally at the beginning of the academic year, and sooner if there are changes to legislation, statutory guidance, local arrangements or the school's provision.

The review will be informed by:

- Discussion at senior leadership level and with the SENCO.
- Consultation with staff, pupils and parents or carers.
- Feedback from the Inclusion Team and external professionals.
- Analysis of progress, outcomes, attendance, participation and provision impact.
- Review of the Inclusion Strategy, SEN Information Report and Accessibility Plan.
- Governors' monitoring, challenge and approval.