# SEND Policy

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| Person responsible | Sue Fulbrook |
| Approved by directors | |
| First written | / last amended February 2020 |

| For review | Reviewed | Signature |
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*All policies are renewed annually. If no change then just signed. If an amendment or full change is required, this is recorded.*

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## Statement of intent

Acorn Education Trust values all children and young people and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with Special Educational Needs and Disabilities (SEND) have equal entitlement to this.

This policy outlines the framework for the Trust and the individual schools within the Trust to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the Trust aims to:

- Allow every child to reach their potential and inspire them to reach for the stars.
- Promote a culture where every leader is a leader of SEND and every teacher is a teacher of SEND.
- Promote a culture and ethos of inclusion and belonging for all learners.
- Foster good relationships between pupils with SEND and pupils without SEND.
- Eliminate discrimination and embrace diversity.

The schools in Acorn Education Trust will work with the Trust, LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND both within the classroom and through intervention
- Successful preparation for adulthood, including independent living and employment in order to prepare children and young people for their world in their time

Signed by:

| | | | |
|---|---|---|---|
| | CEO | Date: | |
| | SEND Director | Date: | |
| | On behalf of the Directors | Date: | |

## 1. Legal framework

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

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The General Data Protection Regulation 2018

1.2. 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 (2017) 'Supporting pupils at school with medical conditions'
- DfE (2022) 'Keeping children safe in education'
- DfE (2015) 'School admissions code'

1.3. This policy operates in conjunction with the following Trust policies:

- Accessibility Policy
- Data Protection Policy
- Equality Opportunity policy and statement
- Safeguarding and Child Protection information

  And also in conjunction with individual school policies as published on the websites.

## 2. Identifying SEND

2.1.1. Acorn Education Trust has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for the pupils.

2.2. With the support of the Senior Leadership Team (SLT) in schools, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

2.3. Progress will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

## 3. Definitions

3.1. The word "Trust" is used in this policy and applies to all settings within Acorn Education Trust.

3.2. For this policy, a pupil is defined as having SEND if they have a:

- A learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than most others of the same age.
- Has 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 schools or mainstream post-16 institutions.

3.3. 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.

3.4. The Head of SEND for Acorn Education Trust along with other Trust leaders reviews how well equipped we are to provide support across the following areas:

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

**Communication and interaction**

3.5. Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

3.6. The Trust recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

3.7. The Special Educational Needs Coordinators (SENCOs) in schools will work with pupils, parents, teachers, TAs, school leaders and language and communication experts (where necessary) to ensure pupils with communication and interaction difficulties reach their potential.

**Cognition and learning**

3.8. Pupils with learning difficulties may require support – the schools will offer learning support as detailed in their SEND Information Report.

3.9. The Trust understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The SENCOs in schools will ensure that any provision offered will be suitable to the needs of the pupil.

3.10. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

**Social, emotional and mental health difficulties**

3.11. Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging or disruptive behaviour.

3.12. The Trust recognises that these behaviours may reflect underlying mental health difficulties. Appropriate provision will be planned by the Trust and schools to make best endeavours to meet needs.

**Sensory or physical needs**

3.13. Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The Trust will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

3.14. Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism
- Tattoos and piercings

## 4. Objectives

4.1. The Trust aims to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

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

## 5. Roles and responsibilities

5.1. The Head of SEND for Acorn Education Trust will be responsible for:

- Developing the vision and strategic direction of SEND within the Trust.
- Leading the SENCO team in the Trust.
- Scrutinising the provision for SEND in schools.
- Overseeing the Trust SEND provisions (including the staffing of said provisions) in place to meet the needs of pupils in the Trust.
- Scrutinising the outcomes for SEND within the Trust in terms of attainment, attendance and behaviour and ensuring that all children with SEND can reach their potential.
- Ensuring that each school publishes a SEND Information Report and that it is updated annually.
- Advising schools on matters pertaining to SEND.

5.2. The Acorn Education Trust Standards and Improvement Committee will be responsible for:

- Scrutinising the standards in the school and ensuring that pupils with SEND have the opportunity to reach their potential.
- Being aware of the provisions in the Trust and schools to meet the needs of those pupils with SEND.

- Ensuring that the Trust has an inclusive ethos and culture and does not discriminate against a pupil with SEND.

5.3. The headteacher of each Acorn Education Trust school will be responsible for:

- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the Local Authority (LA) during annual EHC plan reviews.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Appointing a designated teacher for Looked After Children (LAC), who will work closely with the SENCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments, and reviewing Education Health and Care Plans (EHCPs).
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Consulting health and social care professionals, pupils and parents to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a pupil taking into account the data protection policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.

5.4. The SENCO will be responsible for:

- Collaborating with the Head of SEND for Acorn Education Trust and headteacher of the school to determine the strategic development of provision in the school in line and contribute to the development of the SEND Policy for Acorn Education Trust.

- Working with the Head of SEND and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the Acorn SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHCPs.
- Liaising with the relevant, designated teacher where a LAC has SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with 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 pupils and their parents are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up-to-date, in line with the Trust's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and Continuing Professional Development (CPD) opportunities, some of which are part of the Acorn Education Trust service.
- Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.
- Ensure that class teachers engage with the production of an Acorn SEND Passport at primary and nursery and a Learner Profile at secondary schools for children and young people with SEND and the role of the teacher in the graduated approach to SEND.

5.5. Classroom teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents and, where appropriate, the SENCO, the pupils themselves.
- Setting high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study a broad and balanced curriculum.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keeping the relevant senior staff up-to-date with any changes in behaviour, academic developments and causes of concern.

## 6. Early Years Foundation Stage (EYFS)

6.1. The Trust ensures all staff who work with young children are alert to emerging difficulties and respond early.

6.2. The Trust will ensure staff listen and understand when parents express concerns about their child's development.

6.3. The Trust will listen to any concerns raised by children themselves.

6.4. Each Trust school will ensure that:

- They make their best endeavours to ensure that pupils with SEND get the support that they need.
- Pupils with SEND engage in the activities that the school offers alongside pupils who do not have SEND.
- A designated teacher, the SENCO, is responsible for coordinating SEND provision.
- Parents are informed when the setting makes special educational provision for their child.
- Other agencies are involved where necessary.

# 7. Children with specific circumstances

**LAC**

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

7.2. The Trust recognises that children who are 'looked after' are more likely to have SEND, and it is likely that a significant proportion of them will have an EHCP.

7.3. Each Trust school has a designated member of staff for coordinating the support for LAC.

7.4. Where that role is carried out by a person other than the SENCO, designated teachers should work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

**English as an Additional Language (EAL)**

7.5. The Trust gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.

7.6. It is necessary to consider the pupil within the context of their home, culture and community.

7.7. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

7.8. The Trust appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties.

7.9. The Trust schools will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

# 8. Admissions

8.1. Trust schools will ensure they meet duties set under the 'School Admissions Code' by:

- Not refusing admission for a child that has named the school in their EHCP.
- Considering applications from parents of children who have SEND but do not have an EHCP.
- Not refusing admission for a child who does not have an EHCP.

- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHCP.

8.2. Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy for each school and will be published on the school website.

## 9. Involving pupils and parents in decision-making

9.1. Parents of pupils with SEND are encouraged to share their knowledge of their child; the headteacher, other staff and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

9.2. Parents will be notified when the school provides their child with SEND support.

9.3. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

9.4. The planning that a Trust school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

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

9.5. In Trust primary schools and nurseries, the class teacher will update a SEND passport, in collaboration with parents and children, three times in an academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

9.6. In Trust secondary schools, the school will write a learner profile and update this on a regular basis with new targets. Students are involved in writing their own targets and how they want to be supported. This information will be shared with parents for consultation and be amended as necessary. Parents may be consulted by letter, telephone or in a face-to-face meeting. Opportunities to meet class teachers and discuss targets are set by the school and published in the school calendar.

9.7. In all Trust schools, the SENCO will arrange meetings with parents as required.

## 10. Joint commissioning, planning and delivery

10.1. The Trust is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

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

10.3. The Trust assists 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).

10.4. The Trust will draw on the wide range of local data-sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHCPs and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.

10.5. The Trust's Data Protection Policy will be adhered to at all times.

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

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

10.7. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHCP or medical Personal Education Plan (PEP).

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

## 11. Funding

11.1. Each Trust school will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

11.2. Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHCP.

## 12. Local Offer

12.1. The Trust will ensure that schools work with the LA in developing and reviewing the Local Offer.

## 13. Graduated approach

13.1. Once a pupil with SEND has been identified, Trust schools will employ a graduated approach to meet the pupil's needs by:

- Ensuring high quality teaching and learning in the classroom using evidence based practice.
- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the advice of the SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

## 14. Assessment

14.1. Acorn Education Trust schools will, in consultation with the pupil's parents, request a statutory assessment of SEND (EHC Needs Assessment) where the pupil's needs cannot be met through the resources normally available within the school.

14.2. Acorn Education Trust schools will meet their duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

14.3. Acorn Education Trust schools will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

14.4. In tracking the learning and development of pupils with SEND, the Trust will:

- Ensure that the insights of the pupil and their parents have a high priority in planning provision.
- Set pupils challenging targets.
- Track their progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.

14.5. Where available, detailed assessments will identify the full range of the individual's needs, not just the primary need.

14.6. Where possible, pupils' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:

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

14.7. Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents before involving specialists.

## 15.Training

15.1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCO as well as the Acorn Education Trust SEND team and external agencies, where appropriate.

15.2. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

15.3. At the start of every academic year, all staff will receive SEND training with further opportunities during the year.

## 16. Promoting mental health and wellbeing

16.1. The school's curriculum for Personal Social Health Education (PSHE) will focus on promoting pupils' resilience, confidence and ability to learn.

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

16.3. Where appropriate, the school will support parents in the management and development of their child.

16.4. In secondary schools, peer mentoring will be used to encourage and support pupils in need.

16.5. When in-school intervention is not appropriate, referrals and commissioning will be used instead. The Trust will continue to support the pupil as best it can.

16.6. The Trust will also consider whether disruptive behaviour is a manifestation of SEMH needs.

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

16.8. Schools will appoint a person responsible for leading on Mental Health.

## 17.Education Health Care Plan (EHCP)

17.1. Acorn Education Trust schools will fully cooperate with the LA when research about the pupil is being conducted.

17.2. Acorn Education Trust schools will provide the LA with any information or evidence needed.

17.3. All relevant teachers will be involved in contributing information to the LA.

17.4. If a school decides to request an EHCP needs assessment, the parents and the pupil will be informed, including the reasons for this decision.

17.5. Acorn Education Trust schools will support parents to consider and provide views on a draft EHCP.

17.6. If the decision is taken not to issue an EHCP, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

17.7. Acorn Education Trust schools will admit any pupil that names the school in an EHCP or EHC needs assessment process following due consultation with the local authority.

17.8. Acorn Education Trust schools will ensure that all those teaching or working with a pupil named in an EHCP are aware of the pupil's needs and that arrangements are in place to meet them.

17.9. All reasonable provisions will be taken by the Trust to provide a high standard of education.

17.10. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations, for example, where a risk assessment may be required.

17.11. If a pupil's needs significantly change, the school will request a re-assessment of an EHCP at an annual review meeting or early annual review meeting.

17.12. Acorn Education Trust schools will ensure that any EHCP information is kept confidential and on a need-to-know basis.

17.13. Information regarding a pupil's EHCP will only be shared with other educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan. Parental consent will be sought before sharing an EHCP with an external partner.

17.14. Acorn Education Trust schools will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHCPs.

## 18. Reviewing the EHCP

18.1. Acorn Education Trust schools will:

- Cooperate with the 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.
- Contribute any relevant information and recommendations about the EHCP to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting or conduct via video meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHCP in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHCP.
- Provide the LA and parents with any evidence to support the proposed changes.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHCP.

## 19. SEND tribunal

19.1. All disagreements about an EHCP will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

19.2. In all cases, the Trust and school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.

19.3. Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school may contact the LA to seek disagreement resolution advice, regardless of whether an EHCP is in place.

19.4. The Trust will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.

19.5. The Trust will fully cooperate with the LA by providing any evidence or information that is relevant.

## 20. Supporting successful preparation for adulthood

20.1. The Trust will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

20.2. The Trust will engage with secondary schools and Further Education providers, as necessary, to help plan for any transitions.

20.3. The Trust will transfer all relevant information about pupils to any educational institution that they are transferring to.

20.4. If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary.

20.5. If it is in the best interest of the pupil, the Trust may commission alternative provision, in line with any EHCP in place, for pupils who face barriers to participate in mainstream education. This may be through an offsite direction.

20.6. The Trust will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of Higher Education or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

20.7. The Trust will ensure that it meets its duty to secure independent, impartial careers guidance for pupils in Years 8-13, including:

- Discussing preparation for adulthood in planning meetings.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.

- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for pupils with SEND to make successful transitions.

## 21. Data and record keeping

21.1. The Trust will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard record keeping to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provision the school makes which is different or additional to that offered through the school curriculum within the school SEND Information Reports.

21.2. The Trust keeps data on the levels and types of need within the schools.

21.3. All information will be kept in accordance with the school's GDPR and Data Protection Policy.

## 22. Confidentiality

22.1. The Trust will not disclose any EHCP without the consent of the pupil's parents, except for 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 pupil's application for students with disabilities allowance in advance of taking up a place in Higher Education.
- To the headteacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

## 23. Resolving disagreements

23.1. The Trust is committed to resolving disagreements between pupils and their school.

23.2. In carrying out of duties, we:

- Support early resolution of disagreements at the local level.
- Explain the disagreement resolution arrangements in our Complaints Procedures Policy.

23.3. The Trust's Complaints Procedures Policy will be published on the Acorn Education Trust website.

23.4. Additionally, the schools will publish details regarding how complaints from parents of children with SEND will be handled within their SEND Information Report.

## 24. Publishing information

24.1. The school will publish information on our website about the implementation of the SEND Policy via the SEND Information Report.

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

## 25. Monitoring and review

25.1. The policy is reviewed on an annual basis by the Head of SEND in conjunction with the CEO; any changes made to this policy will be communicated to all members of staff.

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

25.3. The next scheduled review date for this policy is July 2023.