

# Wye Forest Federation

Redbrook Church of England Primary School

St Briavels Parochial Church of England Primary School



## SEND Policy

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	14.5.2026
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Revised	March 2025
Revised	April 2026
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## Vision

Love is at the centre of our federation with the importance of developing the whole child at the heart of all we do. As a nurturing, inclusive community we enable and engage all to grow, flourish and succeed; discovering a love for one another, for learning and for life. We seek to inspire ambition, courage and respect to give our children the skills they will need to live in a diverse and ever- changing world now and in the future.

## Statement of intent

At the Wye Forest Federation, we are committed to inclusive education and the belief that every pupil is valued, respected and able to achieve their full potential. We embrace diversity and foster a compassionate, respectful culture, embedding our core values of courage and resilience. We promote a strong sense of belonging and work in partnership with families and the wider community to build positive, trusting relationships.

The federation is committed to ensuring equality of opportunity for all pupils. We aim to remove barriers to learning so that all pupils, including those with special educational needs and/or disabilities, are able to participate fully in the life and curriculum of the Wye Forest Federation.

This policy sets out the framework through which the school will meet its statutory duties and responsibilities, and uphold its equality principles, in delivering a high-quality, inclusive education for pupils with SEND.

Through the effective implementation of this policy, the school aims to eliminate discrimination, promote inclusion, and ensure that all pupils are supported to achieve positive outcomes.

## Aims

The aims of this SEND policy are:

- To ensure parents and carers are fully informed about the support available to their child and are actively involved as partners in their child's education.
- To ensure all staff are equipped to identify pupils' needs early and provide appropriate, ongoing support.
- To promote inclusive practice for all pupils by removing barriers to learning and making reasonable adjustments and adaptations where necessary.
- To create a safe, supportive environment that promotes the wellbeing and positive outcomes of pupils with SEND.
- To work collaboratively and effectively with external agencies and professionals to meet pupils' needs.
- To ensure the views, wishes and feelings of pupils with SEND are captured and considered as part of the Assess, Plan, Do, Review cycle.
- To share information and work effectively with other settings and agencies to support successful transitions for pupils with SEND.
- To ensure all pupils, including those with SEND, have access to a broad, balanced and ambitious curriculum.

Under the Equality Act 2010, a disability is defined as 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.

Under the Children and Families Act 2014 and the SEND Code of Practice (2015), a pupil is identified as having Special Educational Needs (SEN) 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 facilities or provision of a kind generally provided for others of the same age in mainstream schools; and
- Require 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.

It is recognised that a pupil may be disabled under the Equality Act 2010 without having SEN, and similarly, not all pupils with SEN are disabled.

### Scope and application

This policy applies to the whole school including the Early Years Foundation Stage.

### Legal Framework

This policy has due regard to, and is compliant with, the following legislation and statutory guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014 (as amended, including 2015 and 2024 amendments)
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Children Act 1989 (where relevant to safeguarding and pupil welfare)
- Supporting Pupils at School with Medical Conditions (Statutory Guidance, 2015)
- The National Curriculum in England
- Teachers' Standards (2012)

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

- DfE (2015) Special educational needs and disability code of practice: 0 to 25 years
- DfE (2015) Supporting pupils at school with medical conditions
- DfE (2023) Working Together to Safeguard Children
- DfE (2018) Mental health and wellbeing provision in schools
- DfE (2021) School Admissions Code
- DfE (2024) Keeping children safe in education
- Equality and Human Rights Commission (2015) Reasonable adjustments for disabled pupils
- DfE (2026) Schools White Paper: Every Child Achieving and Thriving (consultation – non-statutory)

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality Policy
- Data Protection Policy
- Records Management Policy
- Mental Health and Wellbeing Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Complaints Procedure
- Accessibility Plan
- Exclusion policy
- Attendance and Absence Policy

#### Roles and responsibilities

All teachers at the Wye Forest Federation are teachers of pupils with SEND. As such, the education of pupils with SEND is a whole-school responsibility. All staff are aware of their responsibilities to support vulnerable learners and demonstrate a positive, inclusive and sensitive approach towards all pupils at all times.

The federation is committed to inclusive practice and values the diversity of its school community. We welcome all children and work to remove barriers to learning so that pupils with SEND are able to access education alongside their peers.

The governing board is responsible for:

- Ensuring this policy is implemented fairly, consistently and effectively across the federation
- Ensuring the federation meets its statutory duties in relation to pupils with SEND
- Ensuring that a qualified teacher is designated as Special Educational Needs Coordinator (SENCO) for each school

The Executive Headteacher is responsible for ensuring the federation offers a broad, balanced and ambitious curriculum, with high-quality teaching and a positive educational experience for all pupils, including those with SEND.

In enacting this policy, the Executive Headteacher will:

- Ensure the federation holds ambitious expectations for all pupils with SEND
- Establish and sustain a culture and practices that enable pupils with SEND to access the curriculum and learn effectively
- Ensure both schools work in partnership with parents, carers and professionals to identify pupils' needs and provide appropriate support and adaptations
- Ensure the federation fulfils its statutory duties under the SEND Code of Practice
- Work with the governing board to ensure a qualified SENCO is in place for each school

- Ensure the SENCO is given sufficient time, resources and administrative support to fulfil their role effectively
- Regularly review the quality of teaching for pupils at risk of underachievement as part of the federation's performance management arrangements
- Ensure school systems, procedures and policies do not directly or indirectly discriminate against pupils with SEND
- Ensure the SENCO has achieved, or is working towards, the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for SENCOs

The SENCO will be responsible for:

- Working with the governing board and Executive Headteacher, as part of the Senior Leadership Team, to determine the strategic development of SEND policy and provision across the federation
- Having day-to-day responsibility for the operation of SEND policy and coordination of provision for pupils with SEND
- Coordinating the provision made to support individual pupils with SEND
- Advising colleagues on the graduated approach to SEND support
- Advising on the effective deployment of the delegated budget and other resources
- Liaising with parents and carers of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and voluntary agencies
- Acting as a key point of contact for external agencies, particularly the local authority and its support services
- Supporting effective transition planning for pupils with SEND
- Working with leaders and governors to ensure compliance with the Equality Act 2010, including reasonable adjustments and access arrangements
- Ensuring SEND records are accurate, up-to-date and managed in line with the Data Protection Policy
- Providing professional guidance to colleagues and supporting staff development
- Being familiar with the Local Offer and working with professionals supporting pupils and their families

Teachers are responsible for:

- Planning, delivering and reviewing support for pupils with SEND using the graduated approach, in collaboration with parents, the SENCO and, where appropriate, pupils themselves
- Setting high expectations for all pupils and aiming to teach the full curriculum regardless of prior attainment
- Identifying and addressing potential barriers to learning through inclusive lesson planning and quality first teaching
- Ensuring pupils with SEND are able to access the full National Curriculum where appropriate
- Being accountable for the progress and development of pupils with SEND in their class
- Being aware of the needs, outcomes sought and support in place for pupils with SEND
- Implementing strategies and interventions agreed through SEND support
- Keeping the SENCO and Executive Headteacher informed of concerns relating to progress, behaviour or wellbeing

## Identifying Pupils with Special Educational Needs

Despite high-quality classroom teaching and differentiated provision, some pupils may not make expected progress. At the Wye Forest Federation, we follow the graduated approach to identifying and supporting pupils with Special Educational Needs, as outlined in the SEND Code of Practice (2015). This approach consists of four stages: Assess, Plan, Do, Review.

Concerns about a pupil's progress may be raised by parents or carers, the pupil themselves, or any adult working with the child. In the first instance, concerns should be shared with the class teacher, who will discuss them with the school's Special Educational Needs Coordinator (SENCO). Together, they will consider a holistic view of the pupil's strengths and needs and identify appropriate strategies to support improved outcomes.

Parents and carers will be informed at the earliest opportunity, and their views will be actively sought and valued throughout the process.

Some factors may impact a pupil's progress and attainment but do not automatically indicate SEND. These may include attendance concerns, being a child in care, being in receipt of Pupil Premium funding, or having English as an additional language (EAL). Where there is uncertainty about the reasons for a pupil's difficulties, additional classroom-based support and monitoring will be implemented to establish whether learning needs arise from SEND.

The federation uses a graduated model of support to ensure pupils' needs are responded to appropriately. At the universal level, pupils receive high-quality teaching with targeted strategies and reasonable adjustments as required. A pupil profile may be used to capture pupil voice, identify strengths and needs, and record strategies and adjustments implemented within the classroom.

Assessment may take a range of forms, depending on the pupil's area of need, and may include observations, work scrutiny, progress data, and advice from specialists where appropriate.

If, following a review of progress, concerns persist and more targeted support is required, the pupil may be identified as having Special Educational Needs and placed on the school's SEND register at SEN Support. Parents and carers will always be informed and consulted before this decision is made.

Pupils receiving targeted or enhanced SEND support will have additional provision recorded through a 'My Plan' or 'My Plan+'. These plans will:

- Identify the pupil's needs
- Set clear, achievable outcomes
- Detail strategies, interventions and adjustments
- Include contributions from the pupil, parents and staff

Targets are reviewed and updated regularly. Internal reviews take place three times per year, with additional structured meetings involving parents and carers also held three times annually. Pupil views are captured within the plan to inform target-setting and provision.

When identifying a pupil's area of need, the class teacher and SENCO work collaboratively, using professional judgement alongside the Local Authority's guidance.

The four broad areas of Special Educational Need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

### Provision for pupils with SEND

Pupils with SEND receive the majority of their education through high-quality classroom teaching, appropriately adapted and differentiated to meet their individual needs. Teachers plan lessons to remove barriers to learning and ensure that all pupils are able to achieve. Stretching and challenging work is planned for pupils whose attainment is significantly above age-related expectations.

The progress of pupils on the SEND register is monitored by the class teacher and SENCO. Pupil progress meetings include a focus on outcomes for pupils receiving support through the graduated approach.

Where necessary, some pupils may receive additional targeted support, delivered in small groups or on a one-to-one basis. Such interventions are additional to and different from normal classroom provision and do not replace high-quality teaching. Any withdrawal from the classroom is time-limited, proportionate, and carefully monitored to ensure it supports progress and inclusion.

Decisions about additional support are made following professional discussion between the class teacher and the SENCO. Most interventions are delivered by a teacher or appropriately trained teaching assistant. Class teachers remain responsible for the progress of pupils receiving SEND support and are fully informed about any interventions in place. The SENCO monitors the impact of interventions and ensures provision is adjusted where progress is not as expected.

Where pupils receiving targeted support do not make expected progress despite high-quality teaching and intervention, professional advice may be sought. At this stage, support may be enhanced and recorded through a 'My Plan+', with involvement from external professionals such as the Advisory Teaching Service, Educational Psychology Service, or Speech and Language Therapy.

A small number of pupils with complex needs may continue to experience significant difficulty despite such support. In these cases, the school may request a co-ordinated assessment by the Local Authority to determine whether an Education, Health and Care Plan (EHCP) is required. This process is discussed fully with parents or carers and relevant professionals, including the SENCO and external specialists.

Pupils with an EHCP receive provision in line with their statutory plan. The Local Authority and the school work together to ensure that the pupil's needs are met. A 'My Plan+' and individual provision map are used to detail agreed outcomes, strategies and support. These are reviewed regularly as part of the graduated approach, in partnership with parents and carers.

In very exceptional circumstances, and only after all appropriate support and reasonable adjustments have been thoroughly explored, it may be necessary to review whether the mainstream setting continues to be the most appropriate placement for a pupil with complex needs. Any such discussion is undertaken in

partnership with parents, the Local Authority and relevant professionals, with decisions guided entirely by the best interests of the child. Parents and carers retain the right to make the final decision regarding school placement.

### Assessment, tracking and provision mapping

The progress of pupils with SEND is continually monitored as part of the graduated approach. The impact of any additional or targeted intervention is reviewed regularly through the Assess, Plan, Do, Review cycle.

Assessment information is drawn from a wide range of evidence, including teacher assessment, observations, work scrutiny, progress data, and information from parents, pupils and external professionals where appropriate. Progress for pupils receiving SEND support is reviewed more frequently to ensure that provision remains effective and responsive, while maintaining high expectations for attainment and progress. Target setting is deliberately ambitious and focused on meaningful outcomes.

Provision mapping is used to identify and review the support in place for pupils with SEND across the federation. This process is coordinated by the SENCO and supports strategic planning, resource allocation, and evaluation of impact. Provision mapping does not replace professional judgement but is used alongside pupil progress information to ensure that support is well-matched to pupils' needs and adjusted where necessary.

Class teachers remain responsible for the progress of pupils with SEND in their class and work closely with the SENCO to ensure that assessment, tracking and provision lead to improved outcomes.

### Involving pupils and parents in decision-making

The SEND Code of Practice (2015) emphasises the importance of partnership with parents and carers and the meaningful involvement of pupils in decisions about their education. At the Wye Forest Federation, we are committed to ensuring that parents and pupils are fully involved in planning, reviewing and evaluating SEND provision.

Parents and carers are encouraged and supported to attend regular consultations with their child's class teacher to discuss progress, learning and wellbeing. These meetings provide opportunities for school staff to listen carefully to parental views, share information, and work collaboratively to support positive outcomes. We recognise that when parents and school staff work together as a team, pupils are more likely to thrive.

For pupils receiving SEND support, the class teacher, supported by the SENCO, meets with parents and carers three times per year through structured conversations. These conversations are person-centred and focus on the pupil as an individual, highlighting their strengths, achievements, needs and next steps. Parental contributions are an essential part of this process and inform both provision and target-setting.

Pupils with an Education, Health and Care Plan (EHCP) receive a statutory annual review. Parents and carers, the pupil, class teacher, teaching assistant and any relevant external professionals are invited to attend. These reviews consider progress towards agreed outcomes and ensure provision remains appropriate.

The planning processes used across the federation support pupils and parents to express their views, wishes and aspirations. Pupil voice is actively encouraged and recorded, ensuring that decisions are informed by the

child's perspective. All structured conversations and review meetings are focused on supporting high aspirations and inclusive outcomes for every pupil.

### Safeguarding

The federation recognises that evidence shows pupils with SEND may be at greater risk of abuse and maltreatment. Staff are therefore aware that pupils with SEND may:

- Be disproportionately impacted by bullying, including prejudice-based bullying
- Face additional risks online, including online bullying, grooming and radicalisation
- Be at increased risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment

The federation also recognises that there may be additional barriers to recognising abuse and neglect for pupils with SEND. These may include, but are not limited to:

- Assumptions that indicators of abuse—such as changes in behaviour, mood or injury—are related to a pupil's SEND without further exploration
- Greater vulnerability to social isolation or bullying compared to peers
- Increased likelihood of experiencing harm without outwardly displaying signs
- Communication difficulties that affect a pupil's ability to recognise, manage or report concerns
- Differences in cognitive understanding, including difficulty distinguishing between fact and fiction in online content

The Executive Headteacher and Governing Board will ensure that the federation's Child Protection and Safeguarding Policy reflects these additional vulnerabilities. Staff, particularly those working closely with pupils with SEND, are expected to remain vigilant to any changes in behaviour, mood or presentation. Any concerns will be investigated promptly by the Designated Safeguarding Lead (DSL) in collaboration with the SENCO, where appropriate.

The federation recognises the importance of early help and staff will remain alert to indicators that pupils with SEND or additional needs may require additional support to safeguard their wellbeing.

The Governing Board and Executive Headteacher will ensure that pupils with SEND are taught how to keep themselves and others safe, including online. Safeguarding education is adapted and tailored to meet pupils' specific needs, vulnerabilities and levels of understanding.

Any safeguarding concerns involving pupils with SEND will involve close and effective liaison between the DSL and SENCO to ensure appropriate support and protection.

### Social and Emotional Needs

The Wye Forest Federation's strong inclusive ethos, high expectations and core Christian values support the social and emotional wellbeing of all pupils. We recognise that pupils' social, emotional and mental health needs may affect their learning and development, and we aim to ensure these needs are supported alongside academic progress.

The federation has a strong universal offer for mental health and wellbeing, which includes daily emotional check-ins and the explicit teaching of social and emotional learning through the curriculum and PSHE. These approaches support pupils in developing emotional literacy, resilience and positive relationships.

Both schools in the federation are part of the Gloucestershire Young Minds Matter Mental Health Support Team (MHST), which provides early intervention mental health support and contributes to a collaborative, system-wide approach to wellbeing. Pupils with identified social, emotional and mental health (SEMH) needs may be referred to the MHST in line with agreed referral processes.

Targeted SEMH support is provided through a structured emotional and social skills intervention, delivered by a trained ELSA Teaching Assistant. Pupils accessing this provision are supported following appropriate assessment, which helps to identify individual strengths and areas of need and guides intervention planning.

Where required, additional support is implemented as part of the graduated approach, and progress is monitored and reviewed regularly. The federation's approach ensures that pupils with SEMH needs are supported in a timely and proportionate way, enabling them to engage positively with learning and school life.

### EAL

The federation recognises that some pupils may attend school with English as an Additional Language (EAL) and that having EAL does not, in itself, indicate a learning difficulty or Special Educational Need.

Where pupils with EAL do not make expected progress, it will not be assumed that this is solely due to their stage of English language acquisition. Such pupils may also have SEND. Staff will carefully consider the pupil's progress over time, using a range of evidence, to ensure needs are accurately identified.

In assessing pupils with EAL, the school considers the pupil within the context of their home, culture and community, and reviews performance across the curriculum. This enables staff to distinguish between difficulties arising from limited exposure to English and those related to underlying SEND. Where appropriate, further assessment and support will be provided through the graduated approach, in partnership with parents and carers.

### Access to the Wider Curriculum:

In addition to the statutory curriculum, both schools within the federation offer a range of enrichment opportunities, including lunchtime and after-school clubs, educational visits and residential activities.

Pupils with SEND are actively encouraged and supported to participate in all aspects of school life. Reasonable adjustments and adaptations are made, where necessary, to ensure that pupils with SEND are able to access these opportunities alongside their peers. Where appropriate, individual risk assessments are carried out to support safe and inclusive participation.

The SENCO works with staff to regularly review the participation of pupils with SEND in enrichment activities, visits and residential experiences. This monitoring helps to ensure that access to the wider curriculum is equitable, fair and balanced, and that any barriers to participation are identified and addressed promptly.

## Admissions

The federation will ensure it meets its duties under the Department for Education's School Admissions Code and the Equality Act 2010 by:

- Not refusing admission to a child on the grounds that the child is considered potentially disruptive or likely to exhibit challenging behaviour, where that child has not yet been assessed or identified as having SEND
- Not refusing admission to a child where the school is named in an Education, Health and Care Plan (EHCP)
- Considering applications from parents of children with SEND who do not have an EHCP on an equal basis to all other applicants
- Not refusing admission to a child with SEND but without an EHCP on the basis that the school believes it cannot meet their needs
- Not discriminating against or disadvantaging applicants with SEND, whether or not they have an EHCP
- Ensuring that policies and practices relating to school uniform, trips and wider participation do not discourage parents of pupils with SEND from applying for a place
- Adopting fair, transparent and lawful admission practices in accordance with the School Admissions Code for pupils without an EHCP
- Ensuring oversubscription criteria do not disadvantage children with SEND
- Ensuring that any selection or assessment arrangements are accessible to pupils with SEND, and that reasonable adjustments are made where necessary

Arrangements for the fair admission of pupils with SEND are set out in the federation's Admissions Policy, which is published on the federation website.

## Transition

The federation recognises the importance of effective transition planning in supporting pupils with SEND at key points in their education and in preparation for future stages of learning and adulthood.

Transition planning is approached as a graduated and individualised process, beginning early to ensure continuity of provision, wellbeing and positive outcomes. This includes transitions between classes, phases, schools and, where appropriate, preparation for adulthood.

For pupils with an Education, Health and Care Plan (EHCP) or an Individual Development Plan (IDP), statutory reviews are held and amended, where required, in sufficient time prior to a pupil moving between key phases of education. This enables careful planning and, where necessary, the commissioning of appropriate support and provision at the receiving setting.

For pupils transitioning to secondary education, the receiving school's SENCO is invited to attend annual reviews in both Year 5 and Year 6, where parental preference has been identified. This supports early information sharing and effective transition planning.

For pupils with SEND who do not have an EHCP, transition is supported through effective information sharing, additional transition activities, and close collaboration between staff, parents and receiving settings. Pupils may benefit from enhanced transition visits, personalised transition plans, and additional opportunities to familiarise themselves with new routines, environments and key adults.

The federation works in partnership with parents, pupils, the Local Authority and external professionals to ensure transitions are positive, well planned and focused on the individual needs, strengths and aspirations of each pupil.

### EHC needs assessment and plans

The federation recognises that, despite having taken relevant and purposeful action through the graduated approach to identify, assess and meet a pupil's special educational needs, some pupils may not make expected levels of progress. In these circumstances, the school will consult with parents and carers and consider requesting an Education, Health and Care (EHC) needs assessment.

The purpose of an Education, Health and Care Plan (EHCP) is to make special educational provision to meet a pupil's SEND, secure the best possible outcomes across education, health and social care, and support effective preparation for adulthood.

As part of the EHC needs assessment process, both schools will meet their statutory duties by:

- Responding to any request for information from the Local Authority within six weeks of the date of request, unless statutory exemptions apply in line with the SEND Code of Practice
- Providing the Local Authority with relevant school-based information and evidence relating to the pupil's profile, provision, strengths and educational progress
- Contributing to the gathering of advice from relevant professionals regarding the pupil's education, health and care needs, desired outcomes, and the provision required to meet those needs

If, following the assessment, the Local Authority decides not to issue an EHCP, the school will receive written feedback from the EHC needs assessment process. This information will be used to inform the graduated approach and support how the outcomes sought for the pupil may be achieved through further special educational provision delivered by the school and its partners.

Where the Local Authority decides to issue an EHCP, it must consult the proposed school by sharing a copy of the draft plan and considering the school's views before deciding whether to name it in the plan. The school will meet its duty to provide comments on a draft EHCP within 15 days.

The school will admit any pupil where it is named in an EHCP and will ensure that all staff teaching or supporting the pupil are aware of their needs and that appropriate arrangements are in place to deliver the provision specified in the plan.

### Reviewing EHC plans

The federation ensures that pupils with EHCPs have their progress monitored throughout the year and that a formal annual review of the EHCP is conducted at least once every 12 months.

Both schools will:

- Work in cooperation with the Local Authority and relevant professionals to ensure that an annual review meeting is held, including convening the meeting on behalf of the Local Authority where requested

- Give all appropriate participants at least two weeks' notice of the review meeting, including representatives from education, health and social care services where applicable
- Seek advice and information from all invited parties prior to the meeting and circulate this information at least two weeks in advance
- Ensure suitable arrangements are in place to host the annual review meeting
- Contribute professional advice and recommendations to the Local Authority, keeping parents and carers fully involved at all stages
- Lead EHCP reviews in a person-centred manner that promotes confidence and trust for pupils and their families
- Prepare and distribute a written report of the meeting within two weeks, setting out recommendations and any proposed amendments to the EHCP
- Ensure parents and pupils are informed of their right to appeal decisions relating to the EHCP
- Where possible, for Children Looked After (CLA), coordinate the annual EHCP review with reviews of the care plan, particularly the Personal Education Plan (PEP)
- Facilitate advocacy support where necessary to ensure that the views of the pupil and/or parents are fully represented
- Review each EHCP to ensure it contains all required statutory sections as outlined in the SEND Code of Practice: 0–25 years, clearly labelled and distinct

If a pupil's needs change significantly, the school may request a re-assessment of the EHCP, normally no sooner than six months after the initial assessment. Thereafter, the governing board or headteacher may request the Local Authority to undertake a re-assessment whenever it is considered necessary.

#### Individual Development Plans-Welsh Local Authority

The federation recognises that a small number of pupils attending our schools reside in Wales and hold an Individual Development Plan (IDP) issued and maintained by a Welsh Local Authority, such as Monmouthshire County Council, under the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

IDPs are statutory documents under Welsh legislation and remain the responsibility of the issuing Welsh Local Authority, even where a pupil is educated in an English school. The federation does not issue or maintain IDPs; however, it works in partnership with the Welsh Local Authority, parents and relevant professionals to ensure that the provision specified within the IDP is understood and appropriately supported within the school setting.

Where a pupil has a Welsh-issued IDP:

- The school will take full account of the IDP when planning provision, adjustments and support
- The SENCO will act as the school's key point of liaison with the Welsh Local Authority and professionals involved
- Provision and outcomes will be monitored alongside the school's graduated approach
- Parents and pupils will continue to be fully involved in review discussions

## Supporting successful preparation for adulthood

The federation recognises that supporting successful preparation for adulthood begins early and is embedded throughout a pupil's educational experience. In line with the SEND Code of Practice (2015), preparation for adulthood is understood to include developing independence, positive relationships, resilience and the skills needed for future learning and life beyond school.

Both schools will:

- Seek to understand pupils' interests, strengths and motivations, using this knowledge to inform planning, support and target-setting.
- Support pupils to develop positive social relationships, including inclusion within peer groups and opportunities to form and maintain friendships.
- Ensure pupils with SEND are fully included in the life of the school, participating alongside their peers in learning, enrichment and wider school activities, with appropriate adjustments made where necessary.
- Promote independence and self-advocacy by encouraging pupils to express their views, wishes and feelings and to take an active role in decisions about their learning and support, appropriate to their age and level of development.
- Work collaboratively with secondary schools and other settings, as appropriate, to support effective transition planning and continuity of provision.

Through these approaches, the federation aims to support pupils with SEND to develop the confidence, skills and experiences they need to thrive in the next stage of their education and beyond.

### Use of data and record keeping

All information relating to pupils is managed in accordance with the federation's Data Protection Policy, the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR). Information is handled lawfully, securely and sensitively, with access restricted to those with a legitimate professional need.

Each school's records will:

- Record details of provision that is additional to or different from that generally available, including evidence of SEND support provided over time and its impact, for example through the use of provision maps and pupil plans
- Include clear information about pupils' SEND, agreed outcomes, actions, support strategies and the involvement of specialist services, recorded within the school's management information systems to support monitoring of progress, behaviour, attendance and development
- Maintain an accurate and up-to-date SEND register, in line with statutory guidance
- Be stored securely to ensure that unauthorised access is prevented, so far as is reasonably practicable

The SENCO has oversight of SEND records and provision mapping and works with class teachers to ensure information is accurate, current and used effectively to evaluate provision and inform next steps.

The federation collates and analyses data relating to the levels and types of SEND across both schools. This information is used to support strategic planning and is shared with the Local Authority and Ofsted where required, in accordance with statutory duties and data protection legislation.

## Complaints

If parents/carers or pupils are dissatisfied with the support provided, they are encouraged to raise their concerns initially with the class teacher or SENCO, so that issues can be addressed at the earliest opportunity.

If concerns cannot be resolved informally, parents/carers may make a formal complaint in accordance with the procedures set out in the federation's Complaints Policy. Details of this process are available via the federation website or on request from the school office.

The federation recognises the importance of working in partnership with parents and carers and aims to resolve concerns promptly, fairly and constructively.

## Further Information and Support

Parents and carers can find information about Gloucestershire's Local Offer at:

<http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamiliedirectory/localoffer.page>

The federation's SEND Information Report is available on the school website and is also published as part of Gloucestershire's Local Offer.

Parents and carers may also seek impartial advice and support from the following organisations:

### **SENDIASS Gloucestershire**

Information, advice and support for children and young people with SEND and their parents/carers

Telephone: 0800 158 360 or 01452 38934

Website: [www.sendiassglos.org.uk](http://www.sendiassglos.org.uk)

### **Independent Provider of Special Education Advice (IPSEA)**

Free, independent advice on SEND law and education rights

Telephone: 0800 018 4016

Website: [www.ipsea.org.uk](http://www.ipsea.org.uk)

## Individual Healthcare Plans (IHPs)

The federation recognises that pupils with physical or medical needs do not necessarily have Special Educational Needs. Where a pupil has a medical condition that requires support in school, an Individual Healthcare Plan (IHP) will be developed and implemented in accordance with statutory guidance.

IHPs will be drawn up in consultation with parents/carers, healthcare professionals where appropriate, and relevant school staff. These plans ensure that pupils' medical needs are safely and effectively supported within the school environment and reviewed regularly.

## The Local Offer

The federation works in partnership with the Local Authority to ensure parents and carers are informed about the Local Offer, which provides clear information about services and support available for children and young people with SEND and their families.

Information about Gloucestershire's Local Offer is available via the Local Authority website, and parents are supported to access this information as needed.

### [The School Offer](#)

The federation publishes a SEND Information Report (School Offer) that sets out the provision and support available for pupils with SEND across both schools. This includes information about identification, assessment, provision, review processes and partnership with families.

The SEND Information Report is available on the school website and forms part of Gloucestershire's Local Offer.

### [Transition Reviews](#)

The federation places a strong emphasis on effective transition planning to support pupils, including those with SEND, at key points in their education.

Transition meetings with pre-school settings, other schools and secondary schools are held, as appropriate, to ensure continuity of provision and a smooth transition. Transition planning is individualised and tailored to meet the specific needs of each pupil.

### [Staff Training and Professional Development \(CPD\)](#)

The federation recognises the importance of ongoing professional development in meeting the needs of pupils with SEND.

All staff receive training related to SEND that reflects the needs of pupils within the federation. This may include whole-school training, targeted CPD, and training delivered by external professionals or specialist services. The SENCO supports and advises staff to ensure practice remains inclusive, informed and effective.

### [Children in Care](#)

Where pupils with SEND are Children in Care, the federation ensures close collaboration between the Designated Teacher for Children in Care and the SENCO. This partnership ensures that educational, social and emotional needs are met holistically and that SEND support aligns with the pupil's Personal Education Plan (PEP).

### [Governor with Responsibility for SEND](#)

The governing board has a designated SEND Governor who meets regularly with the SENCO to discuss SEND provision, pupil outcomes and progress data. This supports effective governance, challenge and accountability in relation to SEND across the federation.

## Induction

All members of staff are required to familiarise themselves with this policy as part of their induction programme, ensuring a consistent and shared understanding of SEND responsibilities and inclusive practice across the federation.

### Policy review

Compiled by: A Wilson

Review date: April 2027