



GLEBE SCHOOL

Special Educational Needs and Disability (SEND) Policy

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CONTENTS

| | |
|--|----|
| Statement of Intent | 3 |
| 1. Legal framework | 3 |
| 2. Identifying SEND | 4 |
| 3. Definitions..... | 4 |
| 4. Provision and Curriculum | 5 |
| 5. Children with specific circumstances..... | 6 |
| 6. Responsibilities | 6 |
| 7. Admissions..... | 8 |
| 8. In Year Admissions..... | 8 |
| 9. Partnership with parents/carers and Involving pupils & parents/carers in decision-making..... | 9 |
| 10. Transition..... | 9 |
| 11. Safeguarding | 9 |
| 12. Staff Training..... | 10 |
| 13. Promoting mental health and wellbeing | 11 |
| 14. EHC plans | 11 |
| 15. Reviewing the EHC plan | 12 |
| 16. SEND tribunal..... | 12 |
| 17. Supporting successful preparation for adulthood and transfer to Further Education..... | 13 |
| 18. Data and record keeping | 13 |
| 19. Confidentiality | 14 |
| 20. Resolving disagreements | 14 |
| 21. Publishing information | 14 |
| 22. Local Offer..... | 15 |
| 23. Monitoring and review | 15 |

Statement of Intent

Glebe School values all pupils, celebrates their diversity of experience, interests and achievement and intends to provide a safe learning environment for pupils with SEND. We believe in all our pupils' potential and do our best to give them caring yet stimulating educational experience that builds self-confidence supports individual needs, inspires to aim high and builds independence. Pupils are supported and encouraged to gain success in skills, knowledge and independence to equip them for life-long learning.

Glebe School will work with London Borough of Bromley within the following principles, which underpin this policy:

- The involvement of young people and their parents/carers in decision-making.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of young people attending Glebe School.
- Successful preparation for adulthood including independent living and employment.

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

- Foster good relationships between all parties involved in decision-making regarding individual pupils and providing support for them to meet all their needs
- Promote equal opportunities for all pupils under its care
- Ensure all staff have guidance on their responsibilities for the pupils within their care and support needed to fulfil them to the best of their knowledge and skills

1. Legal framework

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 (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Amendment) Regulations 2015
- 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
- Health and Care Act 2022
- The Special Educational Needs and Disability (Amendment) Regulations 2024

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

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

- DfE (2024) 'Keeping children safe in education 2024'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equal Opportunities Policy
- Data Protection Policy
- Emotional, Health and Wellbeing Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Careers Policy
- Behaviour Policy
- Complaints Policy
- Accessibility Policy

2. Identifying SEND

- 2.1 All Glebe School pupils have Education, Health and Care Plans.
- 2.2 All teachers will be aware of and understand their pupils' SEND and take them into account when planning and delivering lessons.
- 2.3 All support staff will be aware of and understand pupils' SEND needs and work in close collaboration with teachers and heads of year (HOY) and head of provision (HOP) to ensure accommodation of pupils' needs to enable pupils to overcome their barriers to learning.
- 2.4 All teachers will conduct regular progress assessments for pupils, with the aim of identifying pupils who are:
- not making as much progress as they used to
 - not making any progress
 - show signs of regression in their learning and/or behaviour

3. Definitions

- 3.1 For this policy, a pupil is defined as having SEND if they have a:
- Significantly greater difficulty in learning than most others of the same age.
 - 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.

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.

- 3.2 The school 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

4. Provision and Curriculum

- 4.1 Glebe is a large secondary, special academy for pupils aged 11-19 and part of the Specialist Learning Trust, specialising in Cognition and Learning.
- 4.2 The school can provide for pupils with moderate learning difficulties who may have additional needs including Speech and Language difficulties and social communication difficulties (including ASC), as well as physical, sensory and medical needs within moderate range.
- 4.3 KS3/4 Provision can provide for pupils with severe learning difficulties, complex communication and social interaction difficulties and Speech and Language needs.

Areas of need for Glebe pupils include:

- Children and young people with moderate learning difficulties.
 - Children and young people with moderate learning difficulties and additional speech/language and/or social communication difficulties including ASC
 - Children and young people with moderate learning difficulties and additional physical/sensory and/or medical disabilities
 - Children and young people with moderate learning difficulties and who need high levels of support for primary care
 - Children and young people with moderate learning difficulties and emotional/behavioural difficulties – **not** where SEMH difficulties are the primary area of need. Glebe caters for pupils whose SEMH needs can be met through appropriate curriculum adaptations in the security of a small environment. Additional support is offered by the Pastoral and Safeguarding Team as well as the Therapies Team within the school.
 - Children and young people with severe learning difficulties and complex needs which may include complex communication and social interaction difficulties/ASC and Speech and Language needs as well as additional physical/sensory/medical needs and visual/hearing impairment.
- 4.4 All pupils, regardless of ability, race, religion or gender, have access to a broad and balanced curriculum. Pupils have access to the National Curriculum (NC) which will be adapted according to individual pupils' needs. The school emphasises the strengths of all pupils including the regular celebration of achievement.
 - 4.5 Pupils within the KS3/4 Provision are considered an integral part of Glebe School community. Pupils within this provision receive a curriculum that mirrors that of the main school, but is adapted and individualised to support the more complex learning profiles of pupils.
 - 4.6 Pupils in the main part of the school are placed in classes according to National Curriculum year groups (7-14). All classes have a teacher and additional Teaching Assistant (TA) support.
 - 4.7 Pupils in KS3/4 Provision are placed in mixed classes according to Key Stage. Pupils are taught and supported by provision staff who are familiar with their learning profiles and behaviour needs. Pupils transition between classes as in the main school and are streamed by ability in core subjects.
 - 4.8 All pupils have short term targets set and linked with their long term EHCP outcomes in their areas of need. If a pupil receives Speech and Language Therapy their Communication and Interaction targets will be set by the SALT Team. Cognition and Learning targets are set by English and Maths teachers, all other targets are set by tutors. Pupils progress in their short-term targets are reviewed and shared with parents at the end of each term.
 - 4.9 Statutory, Formative and Summative Assessments are all carried out by the school during the course of each school year.
 - 4.10 Reports are sent to parents/carers termly. They detail progress made in each area of the NC and give details of development and attainment against Glebe Stages.
 - 4.11 Pupils' needs are regularly reviewed through the Annual Review Procedure. If a change in provision is recommended this is referred to the LBB SEN Department.

5. Children with specific circumstances

Looked After Children (LAC)

- 5.1 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.
- 5.2 Glebe School has a designated member of staff for individual support for pupils that are looked after.
- 5.3 All Heads of Year should work closely with the LAC designated member of staff 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)

- 5.4 The school gives particular care to the identification and assessment of the SEND of pupils whose first language is not English.
- 5.5 It is necessary to consider the pupil within the context of their home, culture and community.
- 5.6 All staff appreciate EAL is not equated to a learning difficulty but understand it is a significant barrier to learning and usually has a significant impact on pupils' progress, in addition to special educational needs of those pupils.
- 5.7 SLT and teachers will look carefully at all aspects of a pupils' 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. Teachers will be responsible for making reasonable adjustments to accommodate pupils' learning needs related to EAL. If needed the school will seek advice, guidance and/or support from the relevant bodies outside of school.

6. Responsibilities

6.1 Role of the board of trustees

- The board of trustees is responsible for managing efficiently the finance and resources and ensuring the school delivers a high standard of education to meet the needs of its SEN pupils.
- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.

6.2 The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

6.3 The day-to-day management may be managed by other senior or middle leaders to:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the HOY/HOP has sufficient time and resources to carry out their functions.

- Provide the HOY/HOP with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

6.4 Transition manager and HOY will ensure that there is:

- Coordination of specific provision made to support individual pupils with SEND.
- Liaison with the relevant designated teacher for LAC with SEND.
- Advice given on a graduated approach to providing SEND support.
- Advice given on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaison with the parents of pupils with SEND.
- Liaison with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- A key point of contact for external agencies, especially the LA and LA support services.
- Liaison 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.
- Liaison with the relevant trustees and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- School records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Provision for professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Familiarisation with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- A HOY who will act as SEN Co-ordinators for pupils within their year groups.

6.5 The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs
- Annual Review of EHCP is completed by our EHCP coordinator in liaison with tutors and parents.

6.6 Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, HOY/HOP and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Using Kagan strategies, adaptive teaching and 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 the full national curriculum.
- Being accountable for the assessment, 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.

- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the HOY/HOP.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.
- Tutors who will plan and review support for pupils in collaboration with HOY/HOP, parents/carers and, where appropriate, pupils themselves as well as keeping HOY/HOP up-to-date with any changes in behaviour, academic progress and causes for concerns.

7. Admissions

- 7.1 Admissions to Glebe School are governed by the Special Educational Needs Code of Practice.
- 7.2 Pupils are admitted to the school following an assessment of their special educational needs. If the assessment results in an Education, Health and Care Plan being issued and that indicates a placement at Glebe might be appropriate.

8. In Year Admissions

- 8.1 Bromley SEN Department consults with the school whether or not a young person's needs can be met at Glebe School.
- 8.2 All consultations are considered by senior staff and the pupil is visited at their current school, if possible. Following this visit a decision will be made as to whether or not the school can meet the child's/young person's special educational needs. The school may also offer a trial placement to evaluate if the pupil's needs can be met within its learning environment and with available support and resources.
- 8.3 If the school and the Local Authority are in agreement that the needs of the pupil can be met, the pupil will be offered a place when there is a vacancy within the appropriate year group.
- 8.4 The decision to place a child at Glebe is made by the Bromley SEN Team who is responsible for our admissions. We encourage all prospective parents/carers to visit the school before any decisions are being made. The school offers fortnightly tours for prospective parents/carers. Prospective pupils are also welcome to join these tours.

Transition to Secondary Education

- 8.5 All applications for secondary transfer to Glebe School are discussed at SEN Placement Allocation Panel attended by representatives of the SEN Team from the Local Authority, relevant professionals and the headteacher.

The following admissions criteria will apply:

- Full-time pupils will have an Education, Health and Care Plan
- Pupils whose learning difficulties cannot be met with the resources normally available within a mainstream school.
- Pupils on entry at KS3 will usually have attainment within Pre-Key Stage 1 to Year 2 range. Provision in the main part of the school is made for pupils with moderate learning difficulties or where a learning difficulty is combined with additional difficulties. This may include Speech and Language/Social Communication/ASD; Physical/Sensory Impairment; Medical; Visual/Hearing Impairment; Social, Emotional and Mental Health difficulties (where these difficulties are not the primary need and are not severe/challenging).
- KS3/4 Provision is for pupils with severe learning difficulties and complex needs which may include complex communication and social interaction difficulties/ASD and Speech and Language needs. Pupils in the provision may also have additional physical/sensory/medical needs as well as visual/hearing impairment.

- Pupils will be between the ages of 11-19.
- Pupils will have needs that can be met within the existing resources and staffing.

9. Partnership with parents/carers and Involving pupils & parents/carers in decision-making

- 9.1 The school believes that positive links with parents/carers are vital for the benefit of pupils especially meeting their specific needs.
- 9.2 There is a strong pastoral system with a HOY/HOP and tutors responsible for corresponding year group. There is frequent communication between these staff and parents/carers in working to meet the needs of pupils.

10. Transition

- 10.1 The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.
- 10.2 The HOY 7 visits all the prospective Y7 pupils in their Y6 placements.
- 10.3 Tours of Glebe School take place at regular intervals throughout the year for prospective pupils and parents/carers. This enables families to gain knowledge of the Glebe School environment and how it will meet the needs of individual pupils.
- 10.4 Year 6 pupils have 2 short visits and a Taster Day as part of their Induction and are invited to Summer School during the holidays.
- 10.5 There are frequent meetings between staff and parents/carers throughout the year. These take place through EHCP reviews, parents/carers' open evenings and curriculum events.
- 10.6 Parents/carers are actively encouraged to contact and meet with staff if they believe there is a need. Teachers will communicate with parents/carers via the Planner (pupil diary), telephone or email if a need is recognised.
- 10.7 Regular newsletters are distributed to parents/carers.
- 10.8 Parental workshops throughout the year to support parents.
- 10.9 The school website is also regularly updated with news and events concerning pupils, staff and parents/carers.
- 10.10 The planning that the school implements will help parents/carers and pupils 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/carers 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 to minimise demands on families.
 - Bring together relevant professionals to discuss and agree together the overall approach.

11. Safeguarding

- 11.1 The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:
- Have the potential to be disproportionately impacted by behaviours such as bullying.

- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils can be more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

- 11.2 The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.
- 11.3 Care will be taken by all staff, particularly those who work closely with pupils to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the HOY/HOP.
- 11.4 School staff will be particularly alert to the potential need for early help for pupils.
- 11.5 The board of trustees and headteacher will ensure that pupils are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.
- 11.6 Any reports of abuse involving pupils will involve close liaison between the DSL and the HOY/HOP.

12. Staff Training

- 12.1 The school is committed to providing professional development and training for all staff. Training needs are identified through the Appraisal System. Training needs are also identified through the contribution of staff to the School Development Plan.
- 12.2 Financial support is sometimes provided for teaching staff and support staff (TA) undertaking training in their own time. This can include part-time release or other courses such as initial teacher training.
- 12.3 The school also encourages staff to participate in research projects. This work can also benefit the specific needs of individual pupils (ie Autism). Training is also provided through outreach courses with other schools in the area. Staff are also encouraged to undertake professional development by visits to other schools and institutions. Also, through attending conferences and networking with colleagues in other schools such as through "Family of Schools" and other curriculum support groups.
- 12.4 All staff members will keep up-to-date with any relevant and necessary training, which will be provided by the SLT as well as external professionals and agencies, where appropriate.
- 12.5 Training will cover both the mental and physical needs of pupils with SEND.
- 12.6 The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
- 12.7 Mental health will be a key consideration for all training along with any training that staff are given.

13. Promoting mental health and wellbeing

- 13.1 The school will implement a Social, Emotional and Mental Health strategy and follow the DfE's emotional wellbeing guidance.
- 13.2 The curriculum will promote pupils' resilience, confidence and ability to learn.
- 13.3 Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
- 13.4 A referral to relevant mental health and wellbeing services (Bromley Wellbeing) will be available where a pupil requires such services.
- 13.5 Where appropriate, the school will support parents/carers in the management and development of their child.
- 13.6 Adult mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.
- 13.7 When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.
- 13.8 For pupils with more complex problems, additional in-school support will include:
 - Support from the Pastoral Team.
 - Additional one-to-one support for the pupil.
 - An IHP. All schools must comply with the statutory duty of caring for pupils with medical needs.
 - Supporting access to/providing professional mental health recommendations, e.g. regarding medication.
 - Family support upon the recommendation of mental health professionals.

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

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

14. EHC plans

- 14.1 The school will fully cooperate with the LA when research about the pupil is being conducted.
- 14.2 The school will provide the LA with any information or evidence needed.
- 14.3 All relevant teachers will be involved in contributing information to the LA.
- 14.4 The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- 14.5 All reasonable provisions will be taken by the school to provide a high standard of education.
- 14.6 Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- 14.7 The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.
- 14.8 If a pupil's needs significantly change, the Interim Review of the EHC Plan will be held as soon as possible and all necessary changes will be discussed, agreed and sent with the supporting evidence to the LA.
- 14.9 The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.
- 14.10 Information regarding a pupil's EHC plan will only be shared with other educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan and/or any relevant professionals working with the pupil and the family.

- 14.11 The school will take steps to ensure that pupils and parents/carers are actively supported in reviewing EHC plans.
- 14.12 Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

15. Reviewing the EHC plan

15.1 The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.
- If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.
- For pupils moving from secondary school to post-16 institution or apprenticeship, the review and any amendments to the EHC Plan, including specifying the post-16 provision and naming the institution, must be completed by the 31st March in the calendar year of the transfer.

16. SEND tribunal

- 16.1 All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering
- 16.2 In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.
- 16.3 Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice.

Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.

- 16.4 The school 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'.
- 16.5 Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.
- 16.6 If disagreements are not resolved at a local level, the case will be referred to the ESFA.
- 16.7 The school will fully cooperate with the LA by providing any evidence or information that is relevant.
- 16.8 All staff involved in the care of the pupil will cooperate with parents/carers, to provide the pupil with the highest standard of support and education.

17. Supporting successful preparation for adulthood and transfer to Further Education

- 17.1 The school 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 with pupils and parents/carers from Year 8.
 - Helping pupils and their families prepare for the change in legal status once a pupil is above compulsory school age.
 - Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND.
 - Helping pupils and parents/carers 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.
 - The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next.
 - The school will engage with FE providers, as necessary, to help plan for any transitions.
 - The school will transfer all relevant information about pupils to any educational institution that they are transferring to.
 - Transfer at the end of KS4 takes place after careful consideration between school staff, pupils and parents/carers/carers.
 - Options will have been examined in earlier years prior to making a final decision.
 - Pupils will transfer to Glebe Sixth Form if their needs are such that they are not ready to cope with another educational environment. Their needs may include medical and educational. The inability to travel independently will also be a strong factor.
 - Many other pupils will attend a suitable course at Bromley College. Parents/carers and pupils will have discussed appropriate courses during Key Stage 4 with college staff, school staff and the Transition Worker.
 - Some pupils attend courses at other local colleges and they are supported through the application process by the school Transition Worker and school staff.
 - All pupils attend a link course at Bromley College during Year 11. This allows them to have experience of a college environment for when they eventually transfer.
 - The school will implement a Careers Policy, which will include details on how the school will work with pupils with SEND to ensure they are prepared for the workplace.

18. Data and record keeping

- 18.1 The school will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

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

18.3 The SEND information report will be prepared by the board of trustees, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the 'SEND Code of Practice: 0 to 25 years'.

18.4 All information will be kept in accordance with the GDPR guidelines and Data Protection Policy.

19. Confidentiality

19.1 The school will not disclose any EHC plan without the consent of the pupil's parents/carers, except for disclosure:

- To a SEND tribunal when parents/carers 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 pupils with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

20. Resolving disagreements

20.1 The school is committed to resolving disagreements between pupils and the school.

20.2 In carrying out of duties, we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

20.3 The school's Complaints Procedures Policy will be published on the school's website; additionally, the school will publish details regarding how complaints from parents/carers of children with SEND will be handled.

21. Publishing information

21.1 The school will publish information on our website about the implementation of the SEND Policy.

21.2 The board of trustees will publish details of the SEND information report on the website.

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

22. Local Offer

22.1 The school's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

22.2 The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

23. Monitoring and review

The policy is reviewed on an annual basis by the headteacher in conjunction with the board of trustees; any changes made to this policy will be communicated to all members of staff.

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