Chaucer Infant and Nursery School

Special Educational Needs and Disabilities (SEND) Policy

Date policy last reviewed: November 2026

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Contents:

Statement of intent

1. Legal framework
2. Objectives
3. Roles and responsibilities
4. Identifying children with SEND
5. Graduated approach
6. Safeguarding
7. SEND Support
8. Admissions
9. Transition
10. Involving pupils and parents in decision-making
11. Funding for SEND support
12. EHC needs assessments and plans
13. Reviewing EHC plans
14. Supporting successful preparation for adulthood
15. Managing complaints
16. Staff training and improving practice
17. Use of data and record keeping
18. Publishing information
19. Joint commissioning, planning and delivery
20. Local Offer
21. Monitoring and review

Statement of intent

Chaucer Infant and Nursery School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

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 Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- Regulation (EU) 2016/679 of the European Parliament and of the Council

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 (2014) 'Supporting pupils at school with medical conditions'
- DfE (2026) 'Keeping Children Safe in Education'
- DfE (2026) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions
- Data Protection
- Supporting Pupils with Medical Conditions
- Child Protection and Safeguarding
- Suspension and Exclusion
- Behaviour Regulation
- Complaints
- Accessibility

Objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
  - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
  - An annual SEND information report which details the implementation of the school's policy for pupils with SEND.

Roles and responsibilities

The Local Governing Team (LGT) will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be SENDCo and have responsibility for coordinating provision for pupils with SEND.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.

The SEND Governors are Wendy Disley (coopted) and Kirsten O'Ryan (parent).

The headteacher 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 LA during annual EHC plan reviews.
- Ensuring that the SENDCO has sufficient time and resources to carry out their functions.

- Providing the SENDCO 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.
- 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-today 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 developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils and parents to ensure the needs of pupils with medical conditions are effectively supported.
- Keeping parents/carers and relevant teachers up-to-date with any changes to concerns involving a pupil, considering the school's Confidentiality Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the Local Governing Team (LGT) on the impact of SEND policies and procedures, including on pupils' mental health and well-being.
- Ensuring that the SENDCO is provided with training, with an emphasis on mental health, on an annual basis.
- Ensuring that the school provides a broad and balanced curriculum, high-quality instruction and a good and meaningful educational experience for all children, including those with special educational needs.

The Head Teacher is Tracy Hopkins.

The SENDCO will be responsible for:

- Collaborating with the LGT and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the head teacher 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 SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant designated teacher where LAC have 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/carers 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/carers are informed about the options, and a smooth transition is planned.
- Providing professional guidance to colleagues, and working closely with staff, parents/carers 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 school's Data Protection Policy.
- Informing the parents/carers of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the head teacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasizes mental health.
- Providing training to relevant class teachers.

The SENDCO is Mrs Lisa Nappin. Lisa Nappin holds the National Award for SEN Coordination.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full national 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.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- 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.
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Identifying children with SEND

Chaucer Infant and Nursery School recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, we have a clear approach to identifying and responding to SEND as outlined in our SEND Information Report.

The school will ensure all staff who work with young children are alert to emerging difficulties ad respond early. The school will also ensure staff listen and understand when parents/carers express concerns about their child's development.

The school will ensure that:

- Childre with SEND get the support that they need.
- Children with SEND will engage in the activities that the school offers alongside children who do not have SEND.
- The SENDCO is responsible for coordinating SEND provision.
- Parents/carers are informed when the school makes special educational provision for their child.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

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

5. Graduated approach

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

- Establishing a clear assessment of the pupil's needs.
- Planning 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 intervention with the support of the SENDCO.
- Reviewing the effectiveness of the interventions and making any necessary reviews.

6. Safeguarding

Chaucer Infant and Nursery School accepts that evidence suggests that 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.

Chaucer Infant and Nursery 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 being 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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and Local Governing Team (LGT) will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Behaviour Policy.

All staff, especially those who work closely with pupils with SEND, will take note of any changes in behaviour or mood, as well as any injuries and a Designated Safeguarding Lead in conjunction with the SENDCO will review these indicators.

7. SEND support

Chaucer Infant and Nursery School is aware of the statutory duty to provide a broad and balanced curriculum and recognises that an inclusive universal teaching offer for each pupil, is the first step on responding to pupils who have or may have SEND.

Teachers at Chaucer Infant and Nursery School will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for pupils will be based upon:

- Discussions between the teacher and SENDCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the pupil and their parent/carer.

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The process is as follows:

- **Assess**: establishing a clear assessment of the pupil's needs
- **Plan**: agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do**: implementing the agreed interventions and support
- **Review**: analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting the following:

- An Education, Health and Care Needs Assessment
- Early Years Inclusion Funding
- Inclusion Funding

EAL

Chaucer Infant and Nursery School will give particular care to the identification and assessment of SEND of pupils who first language is not English. The school will consider the pupil within the context of their home, culture and community.

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

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

The school 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 or arise from SEND.

8. Admissions

Chaucer Infant and Nursery school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Where at all possible, not refusing admission for a child that has named the school in their EHC plan.
- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan where possible.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents/carers of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of pupils with SEND are outlined in Embark's Admissions Arrangements which are published on our website.

9. Transition

Chaucer Infant and Nursery School will ensure that pupils are supported to make a smooth transition to whatever they will be doing next e.g. moving on to a new class, year group or school.

The school will transfer all relevant information about pupils to any educational setting that they are transferring to.

If a pupil has been suspended, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed term suspension and to provide full details of any SEND provisions necessary, in accordance with Embark's Exclusion and Suspension Policy.

If it si in the best interest of the pupil the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

The school's records 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.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

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

The SEND information Report will be prepared by the Local Governing Team (LGT) and will be published on the school website; it will include all information outlined in paragraphs of 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

All information will be kept in accordance with Embark's Record Management and Data Protection Policies.

10. Involving pupils and parents/carers in decision-making

Chaucer Infant and Nursery School is committed to collaborating with all parents/carers in the best interests of their child and will send an annual report on their child's progress to all parents/carers.

Where a pupil is receiving SEND support, the school will regularly liaise with parents/carers in setting outcomes and reviewing progress. Where practical, the class teacher and/or SENDCO will meet with parents/carers at least twice a year, with additional sessions available if parents/carers request them. These meetings allow for clear outcomes to be set, progress to be reviewed, discussion around appropriate support and parental responsibilities to be identified alongside school interventions.

The planning that Chaucer Infant and Nursery School implements will help parents/carers 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/carers to understand by using clear, ordinary language and/or 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, whet they are interested in and what outcomes that are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents/carers.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA provides a pupil with an EHC plan, the school will aim to involve the parents/carers and the pupils in discussions surrounding how the school can best implement the plan's provision to help the pupil thrive in their education and will discern the expected impact of the provision on the pupil's progress.

If required, the school will look into arranging for the services of an advocate to ensure that the parents/carers concerns are hearing and appreciated.

11. Funding for SEND support

Where additional pupil needs are identified, Chaucer Infant and Nursery School will use its delegated funding allowance to provide early intervention and/or support for the benefit of pupils identified with SEND.

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

12. EHC needs assessments and plans

Chaucer Infant and Nursery school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils may not make expected levels of progress. In these cases, the school will consult with parents/carers and consider requesting an EHC Needs Assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, Chaucer Infant and Nursery School will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding 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.

If, following the assessment, the LA decides not to issue an EHC plan, Chaucer Infant and Nursery school will consider feedback from the LA about how outcomes can be achieved through school's existing provision when implementing a graduated approach.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and 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.

13. Reviewing the EHC plan

Chaucer Infant and Nursery School will ensure that the SENDCO and teachers monitor and review the pupil's progress during the year and that the EHC Plan is reviewed formally at least once a year.

Chaucer Infant and Nursery School 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.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- 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.
- 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.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and male representations.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Clarify to the parents/carers 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 parents/carers 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.

14. Supporting successful preparation for adulthood

Chaucer Infant and Nursery School is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. We recognise the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. the next Key Stage.

Chaucer Infant and Nursery School will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.

- Ensure that, wherever possible, pupils engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community experiences.
- Engage with junior schools, as necessary, to help plan for any transitions.

15. Managing complaints

Chaucer Infant and Nursery School publish Embark's Complaints Procedure on our school website. In all cases, this will be followed, allowing a complaint to be considered informally at first and then in writing. This will give Chaucer Infant and Nursery School the opportunity to resolve any issues before seeking further advice.

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

Chaucer Infant and Nursery school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

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

16. Staff training and improving practice

Chaucer Infant and Nursery school is committed to the learning and development of all staff and training opportunities will be provided and delivered in line with the school's processes.

The Head teacher and SENDCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating and assessing pupils with SEND.

17. Data and Record Keeping

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Chaucer Infant and Nursery School records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists.
- Monitor the progress, behaviour and development of all pupils as part of the standard management information systems.

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

Chaucer Infant and Nursery School keep data on the levels and types of need within school and makes this available to the relevant bodies and services.

Confidentiality

Chaucer Infant and Nursery School will not disclose any EHC plan without the consent of the pupil's parents/carers, except for specified purposes or in the interests of the pupil. This includes but is not restricted to the following:

- 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 the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

Chaucer Infant and Nursery School will adhere to pupil confidentiality at all times.

18. Publishing information

Chaucer Infant and Nursery School will publish information on the school website about the implementation of this policy. The Local Governing Team (LGT) will publish the SEND Information Report on the school website.

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

19. Joint commissioning, planning and delivery

Chaucer Infant and Nursery School will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

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

- Population and demographic data.

- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

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

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

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

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

20. Local Offer

The school's Local Governing Team (LGT) 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/carers and pupils access the Local Offer, the information is up-to-date.

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.

21. Monitoring and review

The policy will be reviewed on an annual basis by the SENDCO in conjunction with the Head Teacher and Local Governing Team (LGT). Any changes made to this policy will be communicated to all members of staff, parents/carers of pupils with SEND, and relevant stakeholders. The updated policy will be available to parents/carers via the school website.

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

The next scheduled review date for this policy is September 2028.