



We aim to create an exceptional school that harbours confidence, respect and a love of learning and prepares children for the challenges and adventures of life.

Mousehole Special Educational Needs and Disabilities Policy 2025-27

Approved: November 2025

Signed Sarah Trow Head Teacher

Signed Liz Garner Chair of Governors

Contents:

- Statement of intent
1. Aims of this policy
 2. Legal framework
 3. Definitions
 4. Areas of special educational need
 5. Admissions
 6. Roles and responsibilities
 7. Involving pupils and parents in decision making
 8. Joint commissioning, planning and delivery
 9. Funding
 10. The local offer
 11. Identification
 12. Graduated approach
 13. On Alert
 14. SEND Support
 15. Assessment
 16. Education, Health and Care (EHC) plans
 17. Reviewing EHC plans.
 18. Removing pupils from the SEN register
 19. Supporting Parents/carers of children with SEN
 20. Supporting the pupil voice
 21. Supporting children with medical conditions
 22. Monitoring and Evaluation of SEN
 23. Training
 24. SEND and disability tribunals
 25. Data and record keeping
 26. Confidentiality

Statement of intent

This policy outlines the framework for Mousehole School to meet its duties and obligations to provide a high quality education to all of its pupils, including pupils with special educational needs and / or disabilities. Our School values each child's unique qualities and strengths. We have high aspirations and expectations for all children with Special Educational Needs and Disabilities (SEND) and strive to ensure that all SEND pupils make rapid and sustained progress from their starting point. We will strive to remove barriers to learning to ensure that all SEND pupils access, participate and engage with their learning therefore enabling them to fulfil their potential. We aim to raise levels of attainment for SEND pupils in order to narrow the gap between those identified with SEND and their peers by working collaboratively with parents/carers.

This Policy was finalised by the SENCO in consultation with SEN Governor, and staff at the school.

The SENCO at Mousehole Primary School is a qualified teacher.

Our school is a small village school and most of our pupils are White British. The proportion of pupils with learning difficulties or disabilities is lower than the national average.

20% of our children are in receipt of pupil premium funding.

1. Aims of this policy:

At Mousehole Primary School, we are committed to providing an inclusive, high quality education which values the achievement of **all** pupils. This will enable our pupils to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to their next phase of education.

All teachers have the highest aspirations and expectations for **all** pupils, including those with special educational needs, and we aim To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued profession development Our goal is to achieve a community where parents and those working in school have a mutual trust and confidence in each other, created through clear, consistent approaches to communication and collaborative working, to enable outstanding provision and outcomes for children with SEND.

We aim to provide all children, including those with special educational needs and disabilities, with a broad, balanced academic and social curriculum, which is accessible and ensures they are fully included in all aspects of school life and feel equally valued and fully part of the school community. We also aim to promote independence and resilience in pupils with SEND so that they are well prepared for transition to adulthood.

We strive to work in close partnership with parents, Cornwall Local Authority and other key agencies so that the needs and strengths of each pupil with SEND are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision

2. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005. Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

3. Definitions

The Trust uses the definition of SEND and disability as set out in the SEND code of practice and Equality Act 2010

SEND Code of Practice 2014

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for the child. A child of compulsory school age has a learning difficulty or disability if the child has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- Have a disability which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post 16 institutions Equality Act 2010 A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.

This definition includes:

- Sensory impairments such as those affecting sight and hearing
- Long term health issues such as asthma, epilepsy and cancer

4. Areas of special educational need

Mousehole School will make provision for pupils with the following 4 kinds of need:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.

- Sensory & or physical

5. Admissions

Mousehole School will ensure they meet their duties under the Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC Plan.
- Adopting fair practices and arrangements in accordance with the Schools Admission Code for the admission of children without an EHC plan.
- 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 on the grounds that they do not have an EHC plan.

6. Roles and responsibilities

The Mousehole School Governing board, Head teachers and SENDCO have a responsibility to:

- Ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEND have the same opportunities to make good progress and play an active and fulfilling role in the life of the alongside pupils with no SEND.
- Ensure the school meets all its statutory duties.
- Ensure that additional funding is deployed effectively and the views of parents and pupils are fully considered.
- Review and evaluate effectiveness of the school's SEND provision and contribute to plans to develop and enhance this provision.
- Publish annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities disabilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.

The Head of School has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupil's progress during the course of the academic year.
- Cooperate with local authorities during annual EHC plan reviews.
- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review 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 and possess knowledge of the SEND most frequently encountered.
- During school closures the head will monitor pupil engagement and provide a supportive role to parents / pupils with regards to providing online learning equipment, paper copies of work and general well-being support. They will also make regular contact with families.

The SEND Coordinator (SENDCO) must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the Head teacher to determine the strategic development of SEND policy and provision in the school.
- Work with the hub lead and the Head teacher to ensure that the academy meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.

- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a 1-page profile of the child or young person with SEND.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the child's parents that SEND provision is being made, where the child does not have an EHC plan.
- During school closures and lockdown situations the SENDCO will monitor the engagement of children on the record of need with the online learning. They will support staff with providing differentiated online and hard copy provision. The SENDCO, along with staff, will continue with the APDR process with the provision of online IEP meetings, individual education plans which can be accessed and followed up at as home learning and face to face communications when appropriate.

Class teachers must:

- Teachers will raise concerns about pupils in their class who may be underachieving or with a suspected special educational need. These concerns will be discussed fully with parents and SENCO.
- Plan and review support for their pupils with SEND, on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupil themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.
- For those pupils on the SEN Record, teachers will be expected to write an individual education plan (IEP) to reflect the pupil's personal targets. This will be regularly monitored by the class teacher, pupil and SENCO. A new IEP will be written at least termly and reviewed with parents, who will be consulted about all decisions.
- When setting online learning during any school closures or lockdown situations, teachers will ensure differentiated learning specific to the individual needs of the child will be set and any paper packs provided for those who cannot easily access the online provision.
- During school closures class teachers will be responsible for tracking the SEN engagement in their class and following up any concerns and make regular contact with children on the record of need, or who are not engaged with the online learning,

Governing Body

The Governing Body will ensure that, in line with SEN Information Regulations, information is published on the school's website about the implementation of the school's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

A member of the Governing Body is appointed to have specific oversight of the school's arrangements for SEN and disability and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements.

7. Involving pupils and parents in decision making

Effective planning should help parents; children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person
- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in 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.

8. Joint commissioning, planning, and delivery

Mousehole School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention.
- Early identification / recognition.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early
- How provision and support services will enable pupils to prepare for their future adult life.

9. Funding

The school's core budget is used to make general provision for all pupils in the school including pupils with SEN. In addition, every school receives an additional amount of money to help make special educational provision to meet children's SEN.

The amount in this budget is based on a formula which is agreed between schools and the local authority. The government has recommended that schools should use this SEN budget to pay for up to £6,000 worth of special educational provision to meet a child's SEN. Most children with SEN need special educational provision that comes to less than £6,000. If the school can show that a pupil with SEN needs more than £6,000 worth of special educational provision, it can ask the local authority to provide top-up funding to meet the cost of that provision. Where the local authority agrees, the cost is provided from funding held by the local authority in their high needs block. Schools are expected to use this funding to make provision for that individual pupil.

The school may also use Pupil Premium Funding, where a pupil is registered as SEN and is also in receipt of Pupil Premium grant, to address the needs of these pupils and enhance learning and achievement.

Each term, in consultation with the head teachers and class teachers, the SENCO will map the targeted provision in place for pupils on the SEN record to show how resources are allocated and to monitor the cost of the whole of our SEN provision. This targeted provision is outlined on the school's Provision Map.

10. Local offer

The school will cooperate generally with the local authority and local partners in the development and review of the local offer.

Cornwall's Local Offer can be found at:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

11. Identification

A pupil has SEN where their learning difficulty or disability calls for special educational provision to be made for them, that is provision different from or additional to that normally available to pupils of the same age. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

To identify pupils with SEND, Mousehole School will:

- Assess each pupil's current skills and levels of attainment on entry, building on information from previous settings.
- Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and

individual circumstances. Where a pupil's progress is causing concern, this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

- Make regular assessments of all pupils to ensure that the intervention is effective.
- Ensures that the child's progress is similar to that of their peers starting from the same baseline.
- Matches or betters the child's previous rate of progress. Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Provide extra support to pupils falling behind or making inadequate progress given their age and starting point.
- Assess whether a pupil has a significant learning difficulty, where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.

12. Graduated approach

The school will, once a potential pupil with SEND has been identified, employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear **assessment** of the pupil's needs. Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. Where a pupil's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the SENCO. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend this meeting and share their perspective. Where appropriate, the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEN record at 'SEN Support'. The parents will be informed if the school is making special educational provision for a child.
- **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching, appropriate differentiation and in-class support, aimed at closing the gap or raising the attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils needs and to gain parental perspective on any emerging concerns and areas of strength.

- **Implementing** the interventions, with support of the SENDCO. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils who may have SEN. Working together the SENCO, class teacher, parents and child (where appropriate) will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.
- **Reviewing** the effectiveness of the interventions and making any necessary revisions. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENCO where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The school can involve specialists at any point for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self. Specialist agencies will only be contacted where parents are in agreement. It is the SENCO's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff supporting the child and where appropriate, the child.

Examples of specialist agencies used by and that are available to be used by the school

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Education Inclusion Service specialist teachers
- Specialist teachers for children with hearing and vision impairment, including multisensory impairment, and for those with a physical disability
- Speech and language therapists
- Consultant paediatrician and school nurse
- Occupational therapists and physiotherapists

In many cases, there is a charge for accessing specialist agency support; funding for which will come from the school's notional SEN budget and will be monitored by the SENCO and head teacher.

Where pupils are made subject to an Education, Health and Care (EHC) plan, the school will work in close partnership with any specialist agencies as named on the Plan to provide support and specialist advice.

13. On Alert

The interventions can be implemented through On Alert where a pupil:

- Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school.
- Has Sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum.

14. SEND Support

The relevant teacher or SENDCO, in consultation with parents, will talk with the parents about seeking advice from external support services, if a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Have emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

15. Assessment

The school will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school. The school will meet its duty to respond to any request for information relating to a statutory assessment, to the local authority, within 6 weeks of receipt. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the school's existing provision.

16. Education, Health and Care (EHC) plans

In certain circumstances, the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to the school. When this occurs, the school, in consultation with parents, will consider requesting from the Local Authority either additional funding to provide adequate resources for an SEN Support Plan or assessment for an

Education, Health and Care Plan, as appropriate. To inform this decision, the SENCO will have close regard to the local authority's criteria for funding through an SEN Support Plan or for an EHC Plan assessment.

This can be found on the Cornwall Council Local Offer website along with information on the EHC plan coordinated assessment process and will be shared in full with parents to ensure that they are confident and clear about the process and how they are involved in it.

Cornwall's Local Offer can be found at:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

The school will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan. The school will admit any child that names the school in an EHC plan. The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them. The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly change.

17. Reviewing an EHC plan

The school will:

- Ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

18. Removing pupils from the SEN register

The SENCO, in consultation with parents and teaching staff, will consider removing a pupil from the SEND register when:

- The pupil has made sustained good progress that betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age.

- A child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained and SEN Support Plan is no longer required to ensure this progress is sustained.
- Pupils will continue to be closely monitored once removed from the SEN register.

19. Supporting Parents/Carers of Children with SEN

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- Arranging appointments through the school office to speak with the SENCO.
- Publishing about how the school implements the SEND Policy on the school web site following the information set out in the SEN information regulations (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity, raised either by the class teacher or the parents themselves. Where necessary, this meeting may be supported by the SENCO.
- Supporting and guiding parents in ways that they can help with their child's learning and development at home.
- Providing a record of the outcomes, actions and support agreed through the discussion, which will be shared with all the appropriate school staff and a record will be given to the pupil's parents.
- Signposting parents to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer.
- Planning in additional support for parents at key times, for example, when considering and making a referral for a coordinated assessment for an EHC plan and to ensure smooth and successful transition into the school or to next phase of education.

20. Supporting the Pupil Voice

At Mousehole, we recognise that all pupils have the right to be involved in making decisions and exercising choice. We aim to develop pupils' self-advocacy skills to enable them to assert their own interests, desires, needs, and rights and becoming increasingly able to make informed decisions about their learning and future and take responsibility for those decisions.

How the school will do this:

- Self-knowledge is the first step towards effective self-advocacy so, with their parents, we will support pupils to understand their strengths, needs and approaches to learning that are particularly successful for them and to have the confidence to voice their concerns, hopes and aspirations.

- Wherever possible and in an age appropriate manner, pupils with SEN are involved in monitoring and reviewing their progress and are involved as fully as possible in making decisions about future support and provision. Their views are recorded and shared.
- All staff will actively listen to and address any concerns raised by children themselves.
- Planning in additional support for pupils at key times, for example, to ensure smooth and successful transition into the school or to next phase of education.
- Pupils are also provided with additional support to contribute as fully as possible in their Annual Review. This can be, for example, by attending part of the review meeting in person, preparing a statement to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
- Seeking pupils' views through regular questionnaires / group interview activities undertaken by the SENCO and / or SEN Governor. Adjustments may be necessary after analysing pupils' opinions and views.

21. Supporting Pupils at School with Medical Conditions

At Mousehole Primary School, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have Special Educational Needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision where the SEN Code of Practice (2014) is followed. Arrangements in place in schools to support pupils at school with medical conditions are detailed with the school's policy for 'Supporting pupils with Medical Conditions'.

22. Monitoring and Evaluation of SEN

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all pupils, including those with SEN. This is done through scrutiny of data related to the achievement of pupils with SEN, work scrutiny, observation and sampling of parent and pupil questionnaires. The school's SEN Governor also has a role in scrutinising the findings of the school's self-evaluation and relevant RAISE online data as part of the Governing Body's process of monitoring the effectiveness of the school's SEN Policy.

23. Training

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

Training needs of staff are identified through the school's self-evaluation process.

All teachers and support staff undertake an induction process on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school SENCO regularly attends SENCO Network meetings in order to keep up to date with local and national updates in SEND

24. SEND and Disability Tribunal

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.

25. Data and record keeping

The school will include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.

Storing and Managing Information

All records containing sensitive information, relating to the Special Educational Needs or disabilities of pupils in school, will be treated as highly confidential and be securely placed in a locked cabinet when not in use.

This policy should be read with reference to the following school policies:

- Anti-bullying
- Equalities
- Supporting Pupils with Medical Needs
- Accessibility
- Child protection

26. Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, with the exception of disclosure:

- To the SEND and Disability Tribunal when parents appeal.
- The Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of 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 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education. To the head teacher (or equivalent position) of the institution at which the pupil is intending to start higher education.