



MERCHANT TAYLORS'
OXFORDSHIRE
ACADEMY TRUST



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Version 1.0

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Wallingford School, St. George's Road,
Wallingford, Oxfordshire, OX10 8HH
t: 01491 837115
e: governance@mtoat.co.uk
www.wallingfordschool.com

*Wellbeing
Committee*

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1. Statement of Intent

Wallingford School is an inclusive 11-18 school serving Wallingford and the surrounding villages. The school believes that all students 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 students with SEND.

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

Wallingford school will work with the local authority, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of students and their parents in decision-making.
- The early identification of students' 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 students with SEND.
- 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 student 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.

2. Legal Framework

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

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

This policy operates in conjunction with the following trust/school policies:

- Wallingford School Admissions Policy
- Wallingford School Equality Information and Objectives Statement and Policy
- Wallingford School Privacy Notices
- Wallingford School Data Protection Policy
- Wallingford School Management and Retention of Records Management Policy
- Wallingford School Supporting Students with Medical Conditions Policy
- Wallingford School Safeguarding Policy
- Wallingford School Careers Policy
- Wallingford School Behaviour Policy
- MTOAT Complaints Policy

- Wallingford School Accessibility Policy

3. Objectives

Every school is required to identify and address the SEND of the students that they support. **Wallingford school are committed to ensuring that all students realise their potential by sharing a common entitlement to a broad, balanced and accessible curriculum, having access to a wide range of extra-curricular activities and feeling that they belong in, and are part of, the school community.** Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that students with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that students with SEND engage in the activities of the school alongside students who do not have SEND.
- Ensure there is high-quality provision to meet the needs of students with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards students 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 students.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCo.
- 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 students with SEND.
 - Information about the admission arrangements for students with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for students with SEND.

4. Roles and Responsibilities

The governing board 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 students with SEND.
- Ensuring that there is a qualified teacher designated as SENDCo for the school.

The SEND governor is John Peel. The SENDCo and SEND governor liaise regularly to discuss provision and its effectiveness within the school for all students with SEND. An appointed representative from the governing body is actively involved in self-review, with James Keeling (assistant headteacher for inclusion) and SENDCo, of the provision for students with special needs and implementation of the policy within the school.

John Marston (headteacher) is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all students, including students with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all students with SEND.
- Establish and sustain culture and practices that enable students 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 students, 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 SENDCo for the school.
- Ensure 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.
- Ensure the SENDCo has completed the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Regularly and carefully review the quality of teaching for students 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 students with SEND.

The SENDCo will be responsible for:

- Collaborating with the governing board, headteacher and SLT to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual students with SEND.
- Liaising with the relevant designated teacher for looked-after children (LAC) with 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 students' needs effectively.

- Liaising with the parents of students with SEND alongside wider colleagues, as appropriate.
- Liaising with 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 students and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all students with SEND up to date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the SENDCo and, where appropriate, the students themselves.
- Setting high expectations for every student 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 student achieving.
- Ensuring every student with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable students with the support of the SENDCo.
- Keeping the curriculum team leader (CTL) and/or the head of year (HOY) up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the head teacher.

5. Identifying SEND and Support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual students, is the first step in responding to students who have or may have SEND.

Teachers at the school will:

- Set high expectations for every student.
- Plan stretching work for students whose attainment is significantly above the expected standard.
- Plan lessons for students 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 student achieving.
- Be responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

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

- Discussions between the teachers around the student and SENDCo.
- Analysis of the student's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the student and their parent.

The school recognises that early identification and effective provision improves long-term outcomes for students. As part of the overall approach to monitoring the progress and development of all students, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all students, with the aim of identifying students 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 student's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

Where progress is slow, the first response is high quality targeted teaching (QFT). Slow progress and low attainment do not necessarily mean that a child has SEND. All those working with students are alert to emerging difficulties and the need to respond early. In deciding whether to make special educational provision, the class teachers, SENDCo and HOY consider all the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENDCo or delegated and appropriately trained staff, who may involve other professionals from outside the school. The information gathering will include an early discussion with the student and their parents/carers. Wallingford School recognises that parents/carers know their

child best, and we ensure we listen to and understand when parents express concerns about their child's development.

Once a student has been identified with SEND, the school will employ a graduated approach to meeting the student'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 student's needs and of what supports the student in making good progress and securing good outcomes. The process is as follows:

- **Assess:** Establishing a clear assessment of the student'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 student'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 student, they have not made expected progress, the school, in consultation with parents, will consider requesting an education, health and care (EHC) needs assessment.

The school will consider whether additional pastoral support and attention for students with SEND is required, alongside ensuring that any appropriate support for communication is in place.

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

EAL

The school is aware that there may be students at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the student within the context of their home, culture and community and look carefully at all aspects of a student'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.

6. Involving Students and Parents in Decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide three termly reports for all parents on their child's progress in addition to Feedback Evening.

Where a student is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher or relevant staff member from the SEND team, will meet with the parents **three** times each year.

The planning that the school implements will help parents and students with SEND express their needs, wishes and goals, and will:

- Focus on the student as an individual, not allowing their SEND to become a label.
- Be easy for students and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the student's strengths and capabilities.
- Enable the student, 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.
- Bring together relevant professionals to discuss and agree together the overall approach as appropriate.

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

Where necessary, the school will engage with support from SENDIASS to ensure parents' views are heard and acknowledged.

7. EHC Needs Assessments and Plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a student, some students may not make expected levels of progress. In these cases, the school will consult with parents 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 student, 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, the 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 student'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, the school will be provided with written feedback collected during the EHC needs assessment. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the student can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective schools by sending a copy of the draft plan and consider their comments before deciding whether to name it in the student'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 student that names the school in an EHC plan and will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs. Wallingford School will apply their best endeavours to meet the provision outlined in Section F.

8. Reviewing EHC Plans

The school will ensure that teachers monitor and review the student's progress during the year and conduct a formal review of the EHC plan at least annually.

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 professionals 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 student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited.
- 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 students 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 student 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 requested, engage with SENDIASS to ensure the student's and parents' views are heard and acknowledged.
- Review each student'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 student's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the SENDCo with support from the governing board or headteacher will request the LA to conduct a re-assessment of a student whenever they feel it is necessary.

9. Safeguarding

The school recognises that evidence shows students with SEND can face additional safeguarding challenges, so will ensure that staff are aware that students 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 students. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration.
- Students with SEND can be more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students 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.

The headteacher and governing body will ensure that the school's Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with students with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be

investigated by the DSLs (James Keeling, Sarah Dow, Fin Lewis) in collaboration with the SENDCo.

School staff will be particularly alert to the potential need for early help for students with SEND and additional needs.

The governing board and headteacher will ensure that students with SEND 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 students with SEND.

10. Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- 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.
- Not refusing admission for a child that has named the school in their 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 who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of students 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.

11. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where students have EHC plans, these will be reviewed and amended in sufficient time prior to a student moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

Wallingford School supports SEND students through transition by offering the following:

- SENDCo visits to partner primary schools.
- SEND transition information shared by primary schools.
- All parents of students with SEND invited to dedicated SEND Forum around transition.
- Transition Social Story.

12. Funding for SEND Support

Where additional student needs are identified, the school will use its delegated funding allowance to provide early intervention support for the benefit of students identified with SEND.

All schools in Oxfordshire receive funding for students with SEND in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENDCo.
- The notional SEND budget (element 2 funding) covers the additional educational support required.
- Specific funds **may** be allocated to students with an education, health and care plan.

Where students 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.

13. Supporting Successful Preparation for Adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for students with SEND. It recognises the importance of starting early, centring on student aspirations, interests and needs, and will ensure that students are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards. This includes our careers advisor, Theresa Ward, attending all EHC reviews from Year 9 onwards.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with further education (FE) providers as necessary to help plan for any transitions.
- Ensure students from Year 7 until Year 13 are provided with independent careers guidance.

The school's Careers Policy details how the school will fulfil its statutory duties under section 42 of the Education Act 1997 and work with students with SEND to ensure they are prepared for the workplace.

14. Managing Complaints

The school will publish the trust complaints policy on both the school and trust websites.

If a parent/carer is concerned about SEND provision for their child, initial contact should be made with the form tutor or head of year. A meeting will be arranged, which may include pastoral staff and/or the SENDCo, to discuss the concern.

If this has not resolved the complaint, then parents/carers can request an appointment with Assistant Headteacher for Inclusion James Keeling.

In the event of a formal complaint concerning SEND provision, parents/carers are advised to contact the headteacher directly – contact details can be found on the school website. Parents may also contact the governing body or use the complaints process detailed in the complaints policy on the school website.

The 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.

The 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'.

15. Staff Training and Improving Practice

The school is committed to the learning and development of all its staff members, and training opportunities will be provided.

The school is committed to gaining further expertise in the area of special needs education. Current training includes school-based whole-school inset and after-school training sessions; SENDCo, SEND teacher and TA group meetings; attendance at local authority meetings; and reading and discussion of documents on SEND. Individual staff development is also provided by external services, for example the visual impairment team, CAHMS, the communication and interaction support service, educational psychologists and specialist schools. Staff meetings are arranged in response to the particular needs of the school. Arrangements for the induction of ECTs and new staff in SEND information is delivered in term one by the SENDCo each academic year and updated as appropriate.

16. Use of Data and Record Keeping

All information about students will be kept in accordance with the school's management and retention of records policy.

The school's 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 student's time in the school, as well as its impact, e.g. through the use of provision maps.
- 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 students.
- Maintain an accurate and up-to-date register of the provision made for students with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

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

Confidentiality

The school will not disclose any EHC plan without the consent of the student's parents, except for specified purposes or in the interests of the student, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in higher education (HE).
- To the headteacher (or equivalent position) of the setting at which the student is intending to start their next phase of education.

The school will adhere to the school's privacy notices at all times.

17. Publishing Information

The school will publish information on the school website about the implementation of this policy.

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

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

18. Joint Commissioning, Planning and Delivery

The school will work closely with local education, health and social care services to ensure students 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 students 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 students 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 students with SEND.
- Increasing the identification of students with SEND prior to school entry.

Where students with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan. Wallingford School will apply their best endeavours to meet the provision outlined in Section F.

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

19. Local Offer

The Local Offer gives details about what support and services should be available to those with SEND in the locality. This is the responsibility of Oxfordshire County Council. More information can be found at: <https://www.oxfordshire.gov.uk/residents/children-education-and-families/oxfordshire-send-local-offer>.

20. Monitoring and Review

The policy is reviewed on an **annual** basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of students with SEND, and relevant stakeholders.

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