



TAUNTON  
— SCHOOL —

# WS.040 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

<b>Policy Lead</b>	Head of Educational Progress
<b>Committee</b>	
<b>Adopted by Governors</b>	Autumn 2023
<b>Last Amended</b>	September 2023
<b>Last Review</b>	September 2023
<b>Review schedule</b>	Annual

# **Contents**

## Statement of intent

1. [Legal framework](#)
2. ["Special educational needs" and EAL](#)
3. [Objectives](#)
4. [Roles, Responsibilities and Resources](#)
5. [Safeguarding](#)
6. [Admissions](#)
7. [Charging](#)
8. [Identification, Assessment, Provision and Review](#)
9. [Student – Parent – School Partnerships](#)
10. [Joint commissioning, planning and delivery](#)
11. [Education and health care plans](#)
12. [Prior information](#)
13. [Alternative arrangements](#)
14. [Transition](#)
15. [Supporting successful preparation for adulthood](#)
16. [School Trips](#)
17. [Complaints](#)
18. [Use of data and record keeping](#)

## Statement of intent

Taunton 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.

This policy outlines practice across Taunton School (TS), Taunton Preparatory School (TPS), Taunton Pre-Preparatory School (TPPS), Taunton School International Middle School (TSIMS) and Taunton School International (TSI).

The school will work with the LA, 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.
- Greater choice and control for students 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 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.

## **1. 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

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 (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'Keeping children safe in education 2022'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled students'

## **2. "Special educational needs" and EAL**

We recognise the definition of SEN as laid out in the Special Educational Needs and Disability (SEND) Code of Practice (2014):

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to students of the same age.' Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

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.

### 3. Objectives

Every school is required to identify and address the SEND of the students that they support. 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 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 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, Responsibilities and Resources

The **governing board** is 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 SENCO for the school.

The **headteacher** is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience 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 SENCO 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.
- Regularly and carefully reviewing 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 Special Educational Needs & Disabilities Co-ordinator (SENDCO)**, in collaboration with the Head teacher and Governing Body, takes responsibility for the operation of the SEND policy and co-ordination of special and additional needs provision, working closely with staff, parents, carers and other agencies. The SENDCO provides professional guidance to colleagues to secure high quality teaching for students who have special needs. Kate Walters currently holds this post for TS, TSI and TSIMS; Lian Middleton holds this post for TPS, TPPS and TS Nursery. Their responsibilities include:

- Working closely with teaching staff across each school to ensure high quality teaching for students who have special or additional needs;
- Managing the Educational Progress Department staff;
- Coordinating additional provision for students who have SEND;
- Maintaining the school's SEND register and overseeing the records of all students who have difficulties;
- Responsibility for routine assessment of students on the SEND register;
- Assessment and management of exam access arrangements
- Referrals to the Educational Progress department;
- Liaising with parents of students who have SEND;
- Contributing to the in-service training of staff;
- Purchasing of support materials and department resources;
- Liaising with partner schools and outside agencies;
- Liaising with form teachers and EP staff to ensure appropriate targets are implemented and recorded on student passports;
- Reviewing provision for students who have SEND using the Assess, Plan, Do Review model;
- Disseminating information from external professionals.
- Assessing staff competencies and ensuring that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing students with SEND

**Educational Progress Staff** are essential to the running of the department and provide support for students who have SEND through in class support, 1:1 teaching, small group teaching and whole class teaching. They work closely with the SENDCO and teaching staff to support students who have

SEND. The EP Department is staffed by fully qualified and/or experienced specialists who help support students, including fully qualified teachers and Teaching and Learning Assistants (TLAs) and Graduate Resident Assistants (GRAs), for whom training is provided.

**Teachers** are 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 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.

### **Facilities for students who have SEND**

Taunton School has developed expertise in supporting students who have mild-moderate special educational needs or disabilities or additional educational needs. There is disabled access into main buildings and disabled toilets in the main building. The school operates in accordance with the *Equality Act 2010* the *Children and Families Act 2014* and the *SEN Code of Practice 2014: 0-25 years* in terms of admitting students who have physical disabilities. Reasonable Adjustments will be made wherever possible. A copy of the school's Accessibility Plan is available on the website.

The TPS, TPPS and Nursery Educational Progress Department consists of two experienced, part time teachers, five TLAs and a part time administrator. There are three rooms, which are used for 1:1 and small group teaching.

The TS Educational Progress Department consists of the Head of Department, three experienced part time EP teachers, a department administrator and two graduate resident assistants. There are three rooms, which are used for 1:1 and small group teaching.

All students are welcome to access the EP department for support, but priority is given to those who have SEND.

The school makes every attempt to support each student on an individual basis. Therefore, there is no set support strategy for each year group or key stage. The most common support measures, however, include:

- Specialist 1:1 lessons. The most common focus of these is one or more of the following: literacy, numeracy, pre-teaching/consolidation, study skills and frequently they include structured intervention programmes, particularly in TPPS.

- In class TLA support
- Prep support sessions
- Exam access arrangements
- Resources for students to use in class, including coloured reading rulers, pen grips, spelling strategy cards and writing frames.
- Skills groups, including touch typing, handwriting and reading
- The extra Maths and English class – 2 extra lessons of Maths and two extra lessons of English, taught by specialists, per week. This is in place of a non-core subject (TS only)
- Key Skills class – 4 periods per week in which a small group meets with a member of the EP department for support with prep. This is in place of an option subject (TS only)
- Phonics and literacy booster lessons. These are delivered by a qualified teacher or an experienced TLA and take place during the school day in small groups or 1:1 depending on need.

*Some students who have SEND utilise all, or a combination of, these facilities.*

## **5. Safeguarding**

The school recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment, 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 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.
- These students being 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.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving students with SEND, staff will have due regard for the procedures outlined in the school's Physical Restraint Policy.

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 DSL in collaboration with the SENDCO.

## **6. Admissions**



The school will ensure:

- It considers applications from parents of children who have SEND but do not have an EHC plan.
- It doesn't discriminate against or disadvantage applicants with SEND.
- Policies relating to school uniform and trips do not discourage parents of students with SEND from applying for a place.
- The school's oversubscription arrangements will not disadvantage children with SEND.
- Tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Arrangements for the fair admissions of students with SEND are outlined in the Admissions Policy and will be published on the school website.

## **7. Charging**

### Nursery, TPPS and TPS

1:1 lessons are charged at a rate of £29.40 per 30 minute lesson. Speech and Language Therapy is charged at £50 per 30 minute lesson. Phonics and literacy boosters and Key Skills classes are available at no extra cost.

### TS, TSI & TSIMS:

1:1 lessons are charged at a rate of £34.80 per 30 minute lesson. Maths and English classes, Key Skills lessons, and prep support sessions are included in the school fees, as is in class support.

## **8. Identification, Assessment, Provision and Review**

### Identification:

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.

### **Senior School**

Students who have SEND are normally identified by partner preparatory and other schools before they come into year 9; other senior schools if the student moves post 13. Data, including reading and spelling ages, MIDYIS and ALIS scores are used to identify middle school students who may have difficulties. In some cases, teachers become aware of developing difficulties and students can be referred to the SENDCO for assessment. These difficulties may be general, such as failing assessments, or specific, such as spelling, reading or writing and lack of personal organisation. In all cases it is important to bring the problem into the open and teachers have a responsibility to pass information on to the SEND. This can be done via the referral form available. Records of referral forms are kept on file along with any other evidence that a student is struggling. The SENDCO will then liaise with house staff and department staff to obtain a wider picture of the student. Students and parents are also encouraged to self-refer via information evenings and PTA events.

At the beginning of each year a register of individual students who have SEND is issued to all staff. This is updated each term, or more regularly if required.

### **Taunton School International Middle School**

Some students who have SEND are already identified when they join us. Screening of the whole cohort is carried out via a number of assessments including Oxford Placement Tests (English language assessment tests), free writing and Non-Verbal Reasoning. This data is then used to identify those who may have specific difficulties. Specialist EP staff carry out observations of classes and work closely with teaching staff and senior management to identify those who need intervention.

### **Taunton School International**

Some students who have SEND are already identified when they join us. Screening is carried out via a number of assessments including free writing and Symbol Digit Modalities Test (non-verbal processing speed assessment). This data is then used to identify those who may have specific difficulties. Specialist EP staff carry out observations of classes and work closely with teaching staff and senior management to identify those who need intervention.

### **Taunton Preparatory School, Pre Prep and Nursery**

Our younger students are assessed on a cycle of individual observations and reviewed frequently using the Assess, Plan, Do, Review approach. As children reach an age where they are capable of completing standardised assessments, these scores are analysed to identify those who may need additional support.

### **Assessment:**

Referrals can be made via staff, parents or indeed student self-referral. Often, a referral is made because there is an indication that the student is struggling with an aspect of literacy, working memory or processing speed and it is felt that additional time or word processing exams is necessary to ensure the student achieves their full potential.

To ensure that only students who have a genuine specific difficulty are awarded exam concessions, the process of assessing and applying for exam arrangements has become much more robust and stringent in recent years and there is no guarantee that a student will qualify for exam concessions. If this is the case, we advise on the best way to support the student day to day. For example, if the student does not qualify for additional time in an exam, despite demonstrating difficulty with reading speed, we would recommend regular support to improve reading speed. It is always preferable to work together to remove a barrier to learning than simply implement an exam concession.

The Exams Access Arrangements Assessor carries out the assessments they feel best fit the difficulties the student is experiencing. They then compile a report to explain the assessment results and any subsequent access arrangements we feel would be beneficial. They may also recommend other support mechanisms such as 1:1 support.

An EAAA consists of a robust battery of assessment, including at least three of the following:

- WRAT 5 (Wide Range Achievement Test 5)
- SDMT (Symbol Digit Modalities Test)
- TOWRE 2 (Test of Word Reading Efficiency 2)
- CTOPP 2 (Comprehensive Test of Phonological Processing 2)
- LUCID Recall (Screeners for working memory difficulties)
- LUCID Exact (screeners for specific literacy difficulties)
- DASH (Detailed Assessment of Speed of Handwriting)
- FAM (Feifer Assessment of Mathematics)

An EAAA costs £80 including all testing documents and the final report, as well as any follow up assessment required for post 16 study.

It is important to understand that an EAAA is not a diagnostic assessment; it will not provide a specific reason for a student's difficulties or indeed a diagnosis of a specific difficulty. If this is something a student would like to pursue, an assessment would need to be completed by an Educational Psychologist.

### **Provision:**

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.

Following an assessment, 1:1 lessons, small group or in class support is implemented as necessary. Individual progress is monitored by EP staff and parents receive regular feedback via formal parents' meetings and reports as well as informal e mails and phone calls. Wherever possible, 1:1 support is short term and targeted.

### **Review:**

The SENDCO is responsible for liaising with the student, their parents and their teachers to carry out a regular review of their progress. This happens on an on-going basis but there are key points throughout the academic year which lend themselves to a thorough review, such as reports and exams. Parents are encouraged to contact the SENDCO with any concerns or queries and meetings can be arranged to discuss a student's support provision at any time.

EP teachers record the work covered in 1:1 lessons in order to track progress.

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 needs assessment.

## **9. Student – Parent – School Partnerships**

All parents of children with SEND will be treated as partners and supported to play an active and valued role in their child's education. We will ensure that parents are involved in the decision making if SEND provision is being proposed for their child. Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Young people with SEND often have a unique knowledge of their own needs and their views will be sought about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. This includes reviews of their progress and their learning needs, as well as discussion on reasonable adjustments, such as exam arrangements, that the student requires, and working together with their teacher to set and track their learning targets.

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.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

## **10. 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 SENDCO, liaises with the following external agencies:

- Independent Educational Psychologists
- CAMHS (Children and Adolescent Mental Health Service)
- GPs
- Paediatricians
- Occupational Therapists
- Speech and Language Therapists
- Local Authorities for those who have EHCPs

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.

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

## **11. Education and Health Care Plans**

When a student who has an Education and Health Care Plan applies to come to any of the Taunton Schools, the Educational Progress Department work with the student and their family in order to establish whether the school can provide everything the student requires. If all relevant parties feel that we are able to meet the specific needs of the student we advise them to proceed with their application to the school. If we feel that the provision cannot be reasonably delivered by the school, we reserve the right to decline admission at this stage.

Once we admit a student who has an EHCP, they have regular contact with the Educational Progress Department. The amount and type of contact depends on the student's individual needs. The school ensures that teachers monitor and review the student's progress during the year and conduct a formal review of the EHC plan at least annually. Individual support programs are reviewed and tailored as necessary. We will also cooperate with the local authority to ensure that relevant reviews of EHC plans are carried out as required.

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 where there isn't one already. Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The school will always consult with parents before exercising this right and will support

the family through the process, however, the school will not automatically agree to be the named school on the basis that we have worked with parents to secure the EHC plan. If the local authority refuses to make an assessment, the parents (but not the school) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

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. 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 school 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.

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 governing board or headteacher will request the LA to conduct a re-assessment of a student whenever they feel it is necessary.

In addition to the basic fees that are charged for attending the school, any additional services that are needed to enable us to meet the requirements of the EHC plan will also be charged to the local authority if our school is named in Section I of the EHC plan.

## **12. Prior Information**

We need to know at the time of application if a child has any history of SEN or learning difficulties in any of the four categories listed in Section 2. Confidential information of this kind will only be communicated on a "need to know" basis. We must also be provided with a copy of any report or recommendations, which have been made in relation to special educational needs at a child's previous school or elsewhere.

## **13. Alternative arrangements**

**Withdrawal:** We reserve the right to ask or require you to withdraw your child from the School if in our opinion after **making all reasonable adjustments and exhausting appropriate strategies:**

- your child is in need of a formal assessment, additional specialist teaching, learning support or medication to which you do not consent; and / or
- you have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of your child's SEN; and / or
- your child's SEN require a level of support or medication which, in the professional judgement of the Head master, the School is unable to provide, manage or arrange;
- your child has SEN that makes it unlikely that they will be able to benefit sufficiently from the education and facilities that we provide.

**Alternative placement:** In any of these circumstances, we will do what is reasonable to help you to find an alternative placement in order to provide your child with the necessary level of teaching and support.

**Financial:** Withdrawal of a student in these circumstances will not normally incur a charge for fees in lieu of notice. The deposit will be refunded without interest, less any outstanding balance of the account.

#### **14. 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.

#### **15. 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.

TPS & TPPS will:

- Seek to understand the interests, strengths and motivations of students and use this as a basis for planning support around them.
- Support students so that they are included in social groups and develop friendships.
- Ensure that students with SEND 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 activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

TS, TSI & TSIMS 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.

- 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 FE providers as necessary to help plan for any transitions.
- Ensure students from Year 8 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 SEN to ensure they are prepared for the workplace.

## **16. School Trips**

School trips, including field trips and residential trips are often an important part of school life for students. The school seeks to ensure that any trips that we arrange do not discriminate against any of our students. However, in some limited cases, it may be reasonable and necessary to prevent a student from coming on a school trip to protect their safety and the safety of the other students attending. Cancelling the trip because a disabled student or a student with SEND can't attend where it puts other students at a disadvantage may not be the best or only decision.

The school will always consider if there are other ways to help the student go on the trip safely and will take steps to actively support these students to participate. For example:

- Conducting a risk assessment, making sure it considers the reasonable adjustments the student needs
- Consulting with parents and students, and taking advice from any relevant professionals, when conducting these assessments
- Planning the trip taking account of the steps needed to include these students
- Offering a range of different activities, to increase the students' likelihood of being able to participate

In some cases, because the required adjustments place an unreasonable cost onto the trip, the school may require a parent/guardian to attend the school trip to supervise the student and take full responsibility for the safety of the student in order for the student to attend. In these cases, the parent/guardian will be required to pay the total cost of any expenses.

## **17. Complaints**

The school works wherever possible, in partnership with parents to ensure a collaborative approach to meeting students' needs. All complaints are taken seriously.

Before making a formal complaint, you should raise any concerns about the school's SEN provision with the relevant SENDCO to try and find a solution. This includes complaints that the school has not provided the support required by your child's education, health and care (EHC) plan.

If a solution cannot be found by corresponding with the SENCO, a formal complaint can be made, following the school's three stage complaints procedure. Please see the school's Complaints Policy.



If you do not want to make a formal complaint to the school, Somerset County Council may offer a [‘disagreement resolution service’](#) that can help resolve your disagreement about SEN support.

If the school or the local authority cannot solve the problem, you can [complain to the Department for Education \(DfE\)](#). They can ask the school to take action if they find your complaint was not handled correctly. DfE cannot normally change the decision, but they can look into how it was made and ask the school to take action where appropriate.

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’.

## **18. Use of data and record keeping**

All information about students will be kept in accordance with the school’s Information and Records Retention Policy and Data Protection 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 Local Authority and ISI.

## **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 ISI inspection teams as part of their inspections of schools.
- To any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in HE.
- To the head master of the setting at which the student is intending to start their next phase of education.