St. John Vianney School

Steps to Independence & Education for Life

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St John Vianney RC School

SEND Policy

THE MISSION STATEMENT OF

SAINT JOHN VIANNEY R C SCHOOL

At St John Vianney School we celebrate the uniqueness of every child and the God given gifts they bring each day to our learning community.

Inspired by the example of Jesus Christ we are a school where every child and young person is highly valued and encouraged to give their best.

Building on our Roman Catholic foundations we aim to foster an engaging, nurturing and safe environment, within which our children thrive and achieve their full potential.

Our St John Vianney family is dedicated to fostering independence and educating resilient, lifelong learners, who are empowered to enrich their own lives and those of others.

Contents:

Statement of intent

1. Legal framework
2. Identifying SEND
3. Definitions
4. Objectives
5. Roles and responsibilities
6. Children with specific circumstances
7. Admissions
8. Involving pupils and parents/carers in decision-making
9. Joint commissioning, planning and delivery
10. Funding
11. Local Offer
12. Graduated approach
13. Assessment
14. Training
15. Promoting mental health and wellbeing
16. EHC plans
17. Reviewing EHC plans
18. Safeguarding
19. Transferring between different phases of education
20. SEND tribunal
21. Supporting successful preparation for adulthood
22. Data and record keeping
23. Confidentiality
24. Resolving disagreements
25. Publishing information
26. Monitoring and review

Statement of intent

St John Vianney School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this. At St John Vianney School all pupils have an Education and Health Care Plan, which identifies their areas of need and the support, strategies and adjustments needed to provide positive outcomes. In line with our Mission Statement, we believe that everyone is of unique and equal value and that it is the responsibility of all staff, (in varying capacities), to work with pupils, parents/carers and other external agencies to provide the best outcomes for each pupil, within our Roman Catholic community.

This policy outlines the framework for St John Vianney to meet its duty, obligation and principal equality values to provide a high-quality education to all of its pupils.

Through successful implementation of this policy, St John Vianney aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships for all pupils with varying levels of SEND need.

St John Vianney School will work with the appropriate LA for each individual pupil, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, young people and parents/carers in decision-making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide necessary support.
- High quality provision to meet the needs of children and young people with SEND.
- Greater choice and control for children and young people and over their support needs.
- Successful preparation for adulthood, including independent living and appropriate employment.

1. Legal framework

- This policy has due regard to all relevant legislation including, but not limited to, the following:
- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation
- 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 (2017) 'Supporting pupils at school with medical conditions'
- DfE (2026) 'Keeping children safe in education'
- DfE (2026) 'Working together to safeguard children'
- DfE (2026) 'Mental health and wellbeing provision in schools'
- DFE (2021) School's Admission Code
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Equality Policy
- Data Protection Policy
- Records Management Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Exclusion Policy

2. Identifying SEND

All pupils who attend St John Vianney School have an EHCP plan in place, however there is still a need to regularly monitor and respond to pupils' varying SEND needs.

- St John Vianney has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for pupils.
- With the support of the SLT, classroom teachers will conduct regular progress assessments, utilising the TrackAble assessment platform for all pupils, with the aim of identifying pupils who are making less than expected progress and identifying strategies and interventions to improve rates of progress.

3. Definitions

For this policy, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability, or health condition, that prevents, or hinders them from making use of educational facilities used by peers of the same age in mainstream schools, or mainstream post-16 institutions.

Under the Equality Act 2010, a disability is a physical, or mental impairment, which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

St John Vianney School regularly reviews how well equipped we are to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Communication and interaction

- Pupils with speech, language and communication needs, (SLCN), have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand, or use, social rules of communication.

St John Vianney recognises that:

- Autistic Pupils can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language, or social communication at different times of their lives.
- At St John Vianney, the designated form teams, together with the SENDCo and Assistant SENDCo, will work with pupils, parents/carers and language and communication experts, (where necessary), to ensure pupils with communication and interaction difficulties reach their potential.

Cognition and learning

- All pupils who attend St John Vianney School have an EHCP plan and all pupils have varying levels of cognition. All pupils at St John Vianney have learning difficulties at some level.
- St John Vianney understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties, (MLD), severe learning difficulties, (SLD), and profound and multiple learning difficulties, (PMLD). At St John Vianney the SENDCo and Assistant SENDCo ensure that any provision offered will be suitable to the needs of the pupil.
- Specific learning difficulties, (SpLD), affect one, or more, specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- Where pupils have underlying mental health difficulties such as anxiety, or depression, the school has developed a range of strategies and interventions to support pupils with these difficulties. St John Vianney has two designated Mental Health First Aiders and a range of therapists and 3 trained ELSA (Emotional Literacy Support Assistants) who can provide appropriate levels of support, as required by pupils who may present with well-being concerns.
- Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn, or isolated, or displaying challenging, disruptive and disturbing behaviour.
- St John Vianney recognises that these behaviours may reflect a child's sensory or physical needs.

Sensory or physical needs

- Pupils who attend St John Vianney School may experience a wide range of sensory and physical needs. These will often be highlighted on a pupil's EHCP and the SENDCo, Assistant SENDCo and form teams will work alongside the school's Occupational Therapist and Physiotherapist to establish routines, activities and objects of support which can be used in school, and at home, to support the child's needs.

4. Objectives

St John Vianney intends to achieve the core aims of this policy by realising the following strategic and measurable objectives:

- To successfully follow and implement the guidelines outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- To regularly monitor the progress of pupils in line with their EHCP outcomes.
- To provide, wherever possible, necessary interventions to support individual needs.

5. Roles and Responsibilities

At St John Vianney the Governing Body will be responsible for ensuring:

- That the Headteacher and staff communicates with pupils and their parents/carers when drawing up policies that affect them.
- The school make provision for all pupils.
- That the Headteacher designates an appropriate member of staff to be the SENDCo and having responsibility for coordinating provision for pupils.
- That there is a designated teacher for Children who are Looked After (CLA), where appropriate.
- That reasonable adjustments are made for pupils with disabilities, to help alleviate any substantial disadvantage they experience because of their disability.
- That the Headteacher and staff take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed, or victimised i.e. in line with the school's Equality Policy.
- The regular monitoring of the school's policies and procedures, to review their impact on pupils, including on their mental health and wellbeing.
- The preparation of the accessibility plan, showing how the school intends to progressively improve access over time.
- That annual information is updated, setting out the measures and facilities to assist access for pupils with disabilities on the school's website.
- That the Headteacher publishes annual information about the arrangements for the admission of pupils, the steps taken to prevent pupils being treated less favourably than others, the facilities and activities provided to assist pupils, and the school's accessibility plan on the school's website.
- The development of a complaint's procedure which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils.
- The school works effectively with the local authority to provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil, in line with their EHC plan.
- The arrangements are in place to support pupils at school with medical conditions, in line with the St John Vianney's Medical Conditions Policy.
- The appointment of an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Ensuring the preparation of the SEND information report and publishing it on the website.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

The Headteacher will be responsible for:

- Ensuring that those who are teaching, or working with pupils are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENDCo/Assistant SENCO have sufficient time and resources to carry out their functions.

- Providing the SENDCo/Assistant SENCo with sufficient administrative support and time away from teaching, to enable them to fulfil their responsibilities.
- Assisting the governing body in appointing a designated teacher for LAC, who will work closely with the SENDCo to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that pupils and their parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Consulting with health and social care professionals, pupils and staff to ensure the needs of children with medical conditions are effectively supported.
- Keeping parents/carers and relevant teachers up-to-date with any changes or concerns involving a pupil.
- Reporting to the Governing Body on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENDCo is provided with training, with an emphasis on mental health, on an annual basis.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators.
- Supporting the Governing Body to ensure that all SEND requirements are in place.

The SENDCo and Assistant SENDCo at St John Vianney will be responsible for:

- Collaborating with the Governing Body and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant governors and the Headteacher to ensure that St John Vianney meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating any specific provision made to support individual pupils with SEND.
- Liaising with the relevant, designated teacher for CLA if the designated teacher is not the SENDCo.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.

- Being a key point of contact for external agencies, especially the LAs and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents/carers are informed about the options, and a smooth transition is planned.
- Liaising with pupil's previous school and parents/carers during the admission process. Where possible attending pre-admission and annual reviews.
- Providing professional guidance to colleagues and working closely with staff members, parents/carers and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring that the school keeps the records of all pupils up-to-date, in line with the school's Data Protection Policy.
- In collaboration with the Headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent.
- Providing training to relevant class teachers and TAs.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses, and advising on effective implementation of support.

The Designated Safeguarding Lead (DSL) will be responsible for:

- Liaising with the Headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENCo where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

Classroom teachers will be responsible for:

- Planning and reviewing support for pupils within their class, in collaboration with parents/carers, the SENDCo and, where appropriate, the pupils themselves.

- Setting high expectations for every pupil and aiming to teach them the full St John Vianney curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided from the EHCP document for the pupils in their class.
- Drawing up a personal profile of each pupil.
- 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 Governing Body, the Headteacher, SENDCo, Assistant SENDCo, Assistant Headteachers, Behaviour Support Manager.

6. Children with specific circumstances

CLA

- Children at St John Vianney who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.
- St John Vianney has a designated member of staff for coordinating the support for CLA. This at St John Vianney is the SENDCo. The caseloads for the looked-after pupils are then shared between the SENCo and the Assistant SENCo.
- Where that role is carried out by a person other than the SENDCo, designated teachers should work closely with the SENDCo to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL

- The school gives particular care to the identification and assessment of pupils whose first language is not English.
- It is necessary to consider the pupil within the context of their home, culture and community.
- Where there is uncertainty about an individual pupil, St John Vianney will make full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements, wherever they exist.
- St John Vianney will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English that is used there or arise from SEND.

7. Admissions

St John Vianney will ensure it meets its duties set under the 'School Admissions Code' by:

- Adopting fair practices and arrangements in accordance with the 'School Admissions Code'.

- St John Vianney is a Non-Maintained Special Provision School and admission is carried out via consultation with the Local Authority where the pupil resides. Careful liaison is undertaken with each LA to ensure that the needs of any pupil admitted to St John Vianney can be met.
- Arrangements for the fair admissions of pupils are outlined in the Admissions Policy and is published on the school website.

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

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress. Additionally, 2 interim reports are provided in the autumn and spring term.

- All parents/carers at St John Vianney School are actively encouraged to share their knowledge of their child; the Headteacher, SENDCo, Assistant SENDCo and class teams will aim to give them the confidence that their views and contributions are valued and will be acted upon.
- Parents/carers will always be formally notified when the school provides their child with SEND support above and beyond that which is outlined on their EHCP eg therapy support, alternative offsite provision.
- Decisions on whether St John Vianney will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when appropriate, the pupil involved.
- Decisions about a provision will not unnecessarily disrupt a pupil's education or any health treatment underway.
- The planning that St John Vianney implements will help parents/carers and pupil express their needs, wishes and goals, and will:

    - Focus on the pupil as an individual, not allowing their SEND to become a label.
    - Be easy for pupils and their parents/carers to understand by using clear, ordinary language and images, rather than professional jargon.
    - Highlight the pupil's strengths and capabilities.
    - Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
    - Tailor support to the needs of the individual.
    - Organise assessments to minimise demands on families.
    - Bring together relevant professionals to discuss and agree together the overall approach.
    - The class teacher, supported by the SENDCo, will meet with pupils, and their parents/carers on at least three occasions each academic year to set clear outcomes, review progress, discuss activities and support, and identify parents/carers responsibilities.

9. Joint commissioning, planning and delivery

- St John Vianney is committed to ensuring that pupils can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.
- St John Vianney will work closely with local education authorities and health and social care services to ensure pupils get the right support.
- St John Vianney assists 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).
- St John Vianney will draw on, where possible, a wide range of local data-sets about the likely educational needs of pupils with SEND to forecast future needs, including:

    - Population and demographic data.
    - Prevalence data for different kinds of SEND among children and young people at the national level.
    - Numbers of local children with EHC plans and their main needs.
    - The numbers and types of settings locally that work with or educate pupils with SEND.
    - An analysis of local challenges/sources of health inequalities.
    - St John Vianney's Data Protection Policy will be adhered to at all times.

- St John Vianney will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

    - Improved educational progress and outcomes for children and young people
    - Where pupils also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.
    - The SEND support of the pupil will be monitored and assessed throughout the year by the class teacher and form team along with the SENDCo and Assistant SENDCo to inform development opportunities that are planned.

10. Funding

All pupils who attend St John Vianney School are funded by their individual Local Authority which are currently - Cheshire East, Cheshire West & Cheshire, Trafford, Tameside, Stockport, Salford, Oldham and Manchester.

11. Local Offer

In developing and reviewing the Local Offer, the school will support the following approaches:

- **Collaborative**: St John Vianney will work with LAs, parents/carers and pupils in developing and reviewing the Local Offer. The school will also co-operate with those providing services.
- **Accessible**: The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents/carers' needs (for example by broad age group or type of special educational provision). It will be well signposted and publicised.
- **Comprehensive**: Parents/carers and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date**: When parents/carers and pupils access the Local Offer, it is important that the information is up-to-date.

12. Graduated approach

When any further SEND needs are identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENDCo and Assistant SENDCo.
- Reviewing the effectiveness of the interventions, and making any necessary revisions.

13. Assessment

- All pupils at St John Vianney have an EHCP, however there may be occasions where school or parents/carers feel that a further assessment should be sought. At such a time, school will liaise with parents/carers and the LA following appropriate steps to access the necessary assessment. This may be in house with our Education Psychology and therapy teams service or via the Local Authority.
- The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.
- The school will gather advice from relevant professionals about the pupil concerned, including 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.
- In tracking the learning and development of pupils with SEND, the school will:
    - Base decisions on the insights of the pupil and their parents/carers.
    - Set pupils challenging targets.
    - Track their progress towards these goals.

- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.
- Detailed assessments will identify the full range of the individual's needs, not just the primary need.

- Where possible, pupils' needs will be defined under the 'SEND Code of Practice: 0 to 25 years' broad areas of need:
    - Communication and interaction
    - Cognition and learning
    - Social, emotional and mental health difficulties
    - Sensory and/or physical needs

- Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists.

14. Training

- Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCo and Assistant SENCo as well as external agencies, where appropriate.
- Training will cover both the mental and physical needs of pupils.
- The training offered will be delivered to ensure equality, diversity, understanding and tolerance.
- Mental health will be a key consideration for all training that the SENDCo participates in, along with any training that staff are given.
- During staff induction, all staff will receive SEND training. Training will cover the following:
    - Identifying SEND strategies for pupils
    - Liaising with the school's SENDCo
    - Identifying protocol for referrals
    - De-escalation techniques
    - Restrictive Intervention techniques

15. Promoting mental health and wellbeing

- The school will address Social and Emotional mental health, if identified.
- The curriculum for PSHE will focus on promoting pupils' resilience, confidence and ability to learn.
- Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem.
- A Mental Health first aider will be available where a pupil requires such services.

- Where appropriate, the school will support parents/carers in the management and development of their child.
- Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties, where appropriate.
- When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can, using the full range of services available to SJV.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- Developing an Individual Health Plan (IHP). All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.
- The school will also consider whether challenges in behaviour are a manifestation of SEMH needs.
- The school will focus on work that helps to build self-esteem and reflective practice with the aim of supporting pupil's emotional regulation and any challenges in behaviour, as recognised in SJV's behaviour policy.

16. EHC plans

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

- The school will fully cooperate with the LA when research about the pupil is being conducted.
- The school will provide the LA with any information or evidence needed.
- All relevant teachers will be involved in contributing information to the LA.
- If the school decides to implement any changes to an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision.
- The school will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.
- The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.
- All reasonable provisions will be taken by the school to provide a high standard of education.
- Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.
- The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.

- The school will ensure that each pupil's EHC plan includes the statutory sections outlined in the 'SEND Code of Practice: 0 to 25 years', labelled separately from one another.
- If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.
- Thereafter, the Governing Body or Headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
- Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made by the Local Authority.
- The school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.
- Information regarding a pupil's EHC plan will only be shared with other educational institutions if the pupil is transferring there, for the institute to develop an individual learning plan.
- The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.
- Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

17. Reviewing the EHC plan

St John Vianney will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA, if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and endeavour to send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Where possible for CLA, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents/carers and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

18. Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and we will ensure that staff are aware that all pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

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

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

The Headteacher and Governing Body 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 reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

19. Transferring between different phases of education

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

The key transfers are as follows:

- Early years provider to school
- Infant school to junior school
- Primary school to secondary school

- Secondary School to Post 16 provision

For pupils moving from secondary school to a post-16 institution or apprenticeship, the review and any amendments to the EHC plan, including specifying the post-16 provision and naming the institution, must be completed by the 31st March in the calendar year of the transfer. At St John Vianney School these reviews will take place in the autumn term prior to aid the transition process.

20. SEND tribunal

- All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.
- In all cases, St John Vianney's written complaints procedure will be followed, allowing for a complaint to be considered informally at first.
- Following the use of informal resolutions, the case will be heard in front of three people, who are members of the school governing body.
- Following a parents/carers serious complaint, or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice. Where necessary, the Headteacher will make the relevant parties aware of the disagreement resolution service.
- St John Vianney will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'SEND Code of Practice: 0 to 25 years'.
- If disagreements are not resolved at a local level, the case will be referred to the Education and Skills Funding Agency (ESFA).
- The school will fully cooperate with the LA by providing any evidence or information that is relevant.

21. Supporting successful preparation for adulthood

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

- St John Vianney will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.
- St John Vianney will engage with schools and FE providers, as necessary, to help plan for any transitions.
- St John Vianney will transfer all relevant information about pupils to any educational institution that they are transferring to.
- St John Vianney will take an active role in preparing pupils for their transition into adult life, preparing them to achieve their ambitions in terms of HE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

- St John Vianney will ensure that it meets its duty to secure independent, impartial careers guidance for pupils in Years 8-13, including:
- Discussing preparation for adulthood in planning meetings with pupils and parents from Year 8.
- Helping pupils and their families prepare for the change in legal status once a pupil is above compulsory school age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils. Liaising with the Connexions team, who will meet with pupils and parents/carers from Year 9.
- Helping pupils and parents/carers understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for pupils to make successful transitions.
- St John Vianney will implement a Careers plan, which will support their preparations for the workplace.
- 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 is possible for them to achieve.

22. Data and record keeping

St John Vianney will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.
- St John Vianney keeps data on the levels and types of need within the school and makes this available to the LA.
- The SEND information report will be prepared by the Governing Body, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the ‘SEND Code of Practice: 0 to 25 years’.
- All information will be kept in accordance with St John Vianney’s Records Management Policy and Data Protection Policy.

23. Confidentiality

St John Vianney will not disclose any EHC plan without the consent of the pupil’s parents/carers, except for disclosure:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education Act 1996.

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

24. Resolving disagreements

St John Vianney is committed to resolving disagreements between pupils and the school. In carrying out of duties, St John Vianney will:

- Support early resolution of disagreements at the local level.
- Where required, follow the school's complaint and appeals procedure.
- St John Vianney's Complaints Procedures Policy will be published on the school's website; additionally, the school will publish details regarding how complaints from parents/carers of children will be handled.

25. Publishing information

- St John Vianney will publish information on our website about the implementation of the SEND Policy.
- The Governing Body will receive details of the SEND information report on the website.
- The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

26. Monitoring and review

- The policy is reviewed on an annual basis by the Headteacher and SENDCo, in conjunction with the Governing Body. Any changes made to this policy will be communicated to all members of staff.
- All members of staff are required to familiarise themselves with this policy as part of their induction programme.
- The next scheduled review date for this policy is June 2027.