



Streetsbrook Infant & Early Years Academy



SEND Policy

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible and caring citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our Values are:

- **Self-Belief**
- **Belonging**
- **Respect**

These are embedded into our Nurturing Principles



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Appendix (i) - Information about the Local Authority's Local Offer

The model SEND Policy produced by the School Bus has been used to support the writing of this policy

Introduction

Streetsbrook Infant & Early Years Academy believes that all children are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

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

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

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

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

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

This Special Educational Needs & Disability Policy should be read in conjunction with our school's local offer (also called the SEN Information Report) and our Accessibility Plan. These can all be found on our school website.

Legislation and Guidance

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 pupils at school with medical conditions'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Suspension and Exclusion Policy
- Complaints Procedures Policy
- Accessibility Policy
- Equality Policy
- Data Protection Policy
- Records Management Policy

Objectives

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

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

What are Special Educational Needs (SEN) or a Disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

'SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities.' This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.'

(<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>)

Roles and Responsibilities

The governing body will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school
- Ensuring the school meets its duties in relation to supporting pupils with SEND
- Ensuring that there is a qualified teacher designated as SENCO for the school

The Headteacher will be responsible for:

- Ensuring the school holds ambitious expectations for all children with SEND
- Establishing and sustaining culture and practices that enable children with SEND to access the curriculum and learn effectively
- Ensuring the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of children, providing support and adaptation where appropriate
- Ensuring the school fulfils its statutory duties with regard to the SEND code of practice
- Working with the governing board to ensure that there is a qualified teacher designated as SENCO for the school
- Ensuring the SENCO has sufficient time and resources to carry out their functions
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities
- Ensuring 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.
- Regularly and carefully reviewing the quality of teaching for children at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against children with SEND.

The SENCo will be responsible for:

- Collaborating with the governing board and headteacher, as part of the 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 children with SEND

- Liaising with the designated teacher for LAC (Mrs Louise Minter) 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 children's needs effectively
- Overseeing teaching and learning in The Hive
- Liaising with the parents of children with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required
- Being a key point of contact for external agencies, especially the LA and LA support services
- Liaising with the potential future providers of education to ensure that children 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 children 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 children with SEND on a graduated basis, in collaboration with parents, the SENCO and staff in The Hive, and where appropriate, the children themselves.
- Setting high expectations for every child 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 child achieving
- Ensuring every child with SEND is able to study the full national curriculum
- Being accountable for the progress and development of the children in their class, including those who attend The Hive
- Being aware of the needs, outcomes sought, and support provided to any children with SEND they are working with
- Understanding and implementing strategies to identify and support vulnerable children with the support of the SENCO and staff in The Hive
- 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.

Identifying SEND

The school has a clear approach to identifying and responding to SEND, and recognises that early identification and effective provision improves long-term outcomes for children.

When a child starts at Streetsbrook or Streetsbrook Childcare, a baseline assessment is completed. Class teachers and Key Persons will then make regular assessments of progress for all children. Concerns regarding potential SEND may be shared if:

- whole school tracking of outcomes indicates 'less than expected progress' (see definition below) or general well-being.
- concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- a child asks for help.
- observation of the child indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:

Communication and interaction	Children 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. The school recognises that: - Children with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, those with a PDA profile can have particular difficulties with social interaction. - The profile for every child 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. The SENCO will work with children, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.
Cognition and Learning	Children with learning difficulties may require support – the school will offer additional small group or 1:1 support where necessary. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENCO will ensure that any provision offered will be suitable and adjustments made to the needs of the child. Specific learning difficulties (SpLDs) 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 (SEMH) difficulties	Children 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. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety, Adverse Childhood Experiences (ACES) or depression. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of children with SEND within its Behaviour Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other children.
Sensory or physical needs	Impairments that prevent or hinder children from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that: - some conditions can be age-related and can fluctuate over time - a child with a disability is covered by the definition of SEND if they require special educational provision. Under The Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability: - a tendency to set fires - a tendency to steal - a tendency to commit physical or sexual abuse towards others - exhibitionism - voyeurism The school recognises, however, that children who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENCO will ensure that their support needs are being met.

N.B. for the purposes of this policy, 'less than expected progress' will be characterised using the following stipulations:

- progress is significantly slower than the class average, from the same baseline

- progress does not match or better the child's previous rate of progress
- progress fails to close the attainment gap within the class
- the attainment gap is widened by the plateauing of progress

Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that children 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 children. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children 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 board will ensure that the school's Child Protection and 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 children 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 SENCO.

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

The governing board and Headteacher will ensure that children 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 children with SEND.

Any reports of abuse involving children with SEND will involve close liaison between the DSL and the SENCO.

SEND Support

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

Teachers at the school will:

- Set high expectations for every child
- Plan stretching work for children whose attainment is significantly above the expected standard
- Plan lessons for children 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 child achieving

- Be responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff.
-

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

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

Any action relating to SEND support will follow the 'assess, plan, do and review model' which is outlined below:

1. Assess

Data on the child held by the school will be collated by the class teacher in order to make an accurate assessment of the child's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

2. Plan:

If review of the action taken indicates that 'additional to and different from' support will be required, then the views of all involved including the parents and the child, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.

3. Do:

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the child, if appropriate, will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. Review:

Progress towards these outcomes will be tracked and reviewed termly with the parents and the child.

As a result of the review process we may decide to involve outside agencies for specialist support. The range of agencies that come into school can be found in the school's Local Offer (SEN Information Report) which can be found on the school's website. The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of children with SEND and in further supporting families.

For a very small percentage of children, whose needs are significant and complex and the SEND support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and child.

The school will gather advice from relevant professionals about the child 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 children with SEND, the school will:

- base decisions on the insights of the child and their parents
- set children challenging targets
- track pupils' progress towards these goals.
- review additional or different provisions made for them
- promote positive personal and social development outcome.

- 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, children's needs will be defined under the 'Special educational needs and disability 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.

EAL

The school is aware that there may be children 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 pupils 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 child within the context of their home, culture and community and look carefully at all aspects of a child'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; the school will work closely with SaLT to help determine the needs of the child.

Early years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early. The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves
- Monitor and review the progress and development of all children throughout the early years
- Use its best endeavours to make sure that a child with SEND gets the support they need
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND
- Designate a teacher to be the SENCO
- Provide information for parents on how it supports children with SEND
- Prepare a report on the:
 - Implementation of SEND policy and procedures
 - Arrangements for the admission of children with SEND
 - Steps being taken to prevent children with SEND from being treated less favourably than others
 - Facilities provided to enable access to the school for children with SEND
 - Accessibility plan showing how it plans to improve access over time
- Inform parents when the school makes special educational provision for their child
- Follow a graduated approach to assessing, planning, implementing, and reviewing provision and progress – the 'assess, plan, do, review' cycle.

Involving pupils and parents in decision-making

Parents of pupils with SEND will be encouraged to share their knowledge of their child; the headteacher and SENCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents will always be formally notified when the school provides their child with SEND support. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the child involved. The planning that the school implements will help parents of children with SEND express their needs, wishes and goals, and will:

- focus on the child as an individual, not allowing their SEND to become a label
- be easy for children and their parents to understand by using clear, ordinary language and images, rather than professional jargon
- highlight the child's strengths and capabilities
- enable the child, 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

If a child has been identified as having SEND, regular review meetings are arranged between the SENCo, Class Teacher, and parents and in some cases SEND TA to both inform them of the progress made against targets, secure parental help and support with their child's learning. Review meetings take place at least once a term and, when a child's needs are more significant, they may occur more frequently. If external agencies are involved in supporting the child, they are also invited to participate in these meetings.

These meetings are vital, not only in supporting the child, but also in maintaining an open and honest communication channel between the school, the parents and the external agencies offering additional advice and support.

In addition, parents are encouraged to arrange an appointment to discuss their child's progress with the Class Teacher or SENCO at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Appointments can be made via Mrs Rachel Lazar who can be contacted by telephone on 0121 7445245 or by email: office@streetsbrook.solihull.sch.uk

What support will there be for children's overall well-being?

Staff at Streetsbrook are committed to supporting the mental health and well-being of the children. At the time of writing, the school is implementing the NurtureUK principles into everyday practice. (See below for an overview of the Nurture Principles.)



The school offers a wide variety of pastoral support, which includes:

- An evaluated Personal, Social, Health and Emotional (PSHE) curriculum that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Small group evidence-led interventions to support children's well-being are delivered to targeted children and groups. These are provided for those children identified by staff and aim to support improved interaction skills, emotional resilience and well-being.
- Children who find less structured times beyond the classroom difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- For information about children with medical needs, please refer to the 'Medicines in School Policy', which can be found on the school website.

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 children 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

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 children have EHC plans, these will be reviewed and amended in line with the LA's timescales prior to a child moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

Further details of our transition arrangements can be found in our Local SEND Offer which is on the school's website.

How will my child be included in activities outside the classroom including school trips?

We are totally committed to providing an inclusive education for all of our children at Streetsbrook and ensure we have sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. To this end, every child participates in a range of trips which are carefully planned by staff to enhance their learning. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

How are the school's resources allocated and matched to children's SEND?

The school receives funding to respond to the needs of children with SEND from a number of sources that includes:

- A proportion of the funds allocated per child to the school to provide for their education called the 'Age Weighted Pupil Unit' (AWPU)
- The notional SEND budget. This is a fund devolved to school to support them to meet the needs of children with SEND.
- The Pupil Premium Funding provides additional funding for children who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Forces
- For those children with the most complex needs, the school may be allocated additional education needs funding from the Local Authorities High Needs Funding allocation. The funding is then used to provide the equipment and facilities to support children with special educational needs and disabilities. The range of support offered is identified in our Local Offer which can be found on the website. These target the four broad areas of need:
 - Cognition and learning
 - Behavioural, emotional and social
 - Communication and interaction
 - Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see their child's Class Teacher or the SENCo.

What training do staff supporting children with SEND undertake?

Staff at Streetsbrook are exceptional; all work extremely hard and are totally committed to ensuring each and every child makes the progress they are capable of whilst recognising that children all have different starting points.

Senior leaders are committed to providing its entire staff with appropriate CPD in order to carry out their roles and responsibilities to the very highest standards. As a result, staff receive training sessions on a range of needs as and when appropriate.

Streetsbrook's Local SEND Offer gives an overview of the training that has been undertaken and the expertise within school to support children with SEND. This is reviewed and updated annually.

Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENCo, as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management 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 child's time in the school, as well as its impact, e.g. through the review of PLPs, termly Inclusion Forums
- 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 children
- Maintain an accurate and up-to-date register of the provision made for children 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 child's parents, except for specified purposes or in the interests of the child, 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 proceeding.
- 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 child's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the child is intending to start their next phase of education.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's Class Teacher;
- The SENCo;
- The Headteacher;
- The School Governors with responsibility for SEND. Our current SEND governors are Kate Llewellyn and Heather Delaney

They can all be contacted via the school office on 0121 744 5245 or the school email at office@streetsbrook.solihull.sch.uk

Support Services for parents of children with SEND include:

- The Local Offer for Solihull can be found at: <https://www.solihull.gov.uk/children-and-family-support/localoffer>
- Solihull SENDIAS (Special Educational Needs and Disability Information, Advice and Support Service) are a family information service and can be found at: <https://www.solihull.gov.uk/children-and-family-support/localoffer/sendias>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here: <https://www.solihull.gov.uk/children-and-family-support/localoffer/what-to-do-if-things-go-wrong>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>
- Solihull's Parent Carer Forum is a group of parents with children who have SEND and are experts by experience. For advice and support, you can find them via: <https://spcv.org.uk/>

Gemma Carey, SENCo
September 2025

Policy Review

The policy is now reviewed on an annual basis by the SENCo; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy.

The next scheduled review date for this policy is Autumn Term 2026; it was last reviewed in March 2022. This policy was ratified by the Governing Body at the Trustee Meeting on 25 September 2025.

Signed:



..... Chair of Trustees

Signed:.....



.....Headteacher

Information about the Local Authority's Local Offer can be found at:

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE:	Department for Education
EHCP:	Education, Health and Care Plan
LA:	Local Authority
SEN support:	Extra support given to ensure the effective progress of pupils with special educational needs
SEN:	Special Educational Needs
SEND:	Special Educational Needs and/or Disability
SENCo:	Special Educational Needs Coordinator (also written as SENCO)
Statement:	Statement of Educational Need
PPS:	Parent Partnership Services