

SEND POLICY



HARTFORD
CHURCH OF ENGLAND
HIGH SCHOOL

Mission Statement:

Our mission at Hartford Church of England High School is to provide an outstanding, inclusive and ambitious education for all. Children develop and thrive both within and beyond the classroom. They are known, with their talents embraced and promoted. They develop into young people who will make a substantial contribution to the world. They enjoy an education rooted in a shared set of Christian values that radiate the love and truth of Jesus Christ.

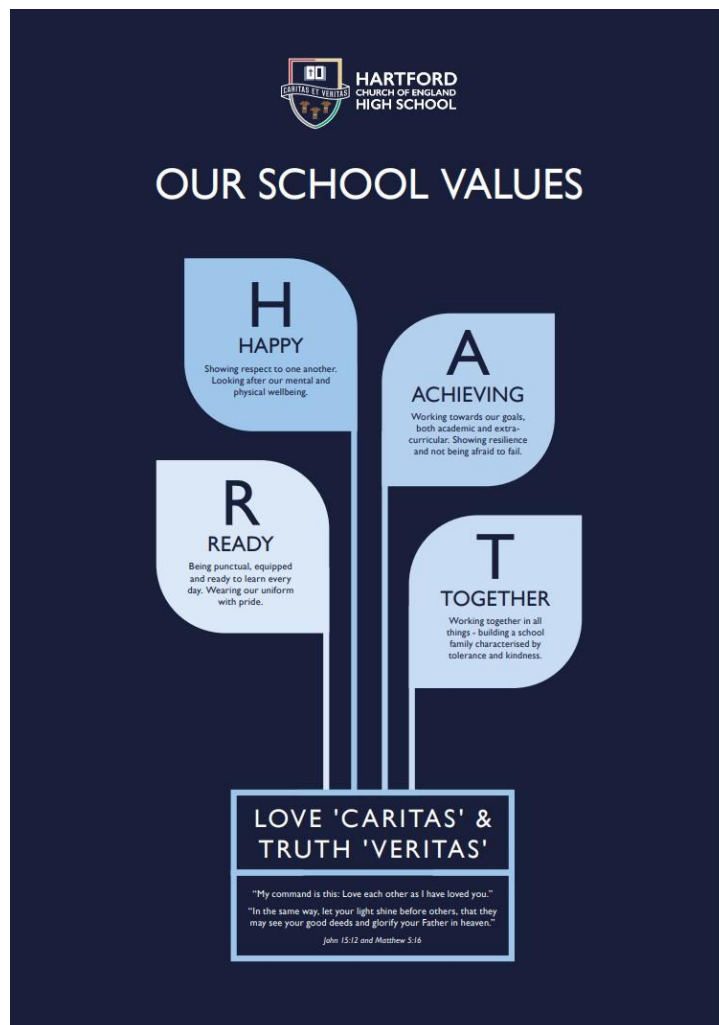
Everything we do at Hartford Church of England High School as students, staff, Governors and wider stakeholders, centres on the core values of our school:

Happy: Showing respect to one another. Looking after our mental and physical wellbeing.

Achieving: Working towards our goals, both academic and extra-curricular. Showing resilience and not being afraid to fail.

Ready: Being punctual, equipped and ready to learn every day. Wearing our uniform with pride.

Together: Working together in all things - building a school family characterised by tolerance and kindness.



"My command is this: Love each other as I have loved you."

"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."

John 15:12 and Matthew 5:16

Equally, the educational offer at Hartford Church of England High School is based on the Church of England's four key principles for education:

- Educating for wisdom, knowledge and skills
- Educating for hope and aspiration
- Educating for community and living well together
- Educating for dignity and respect

The SEND Policy for Hartford Church of England High School fully embodies our values, our mission statement and the key principles for education set out by the Church of England.

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1. Aims

At Hartford Church of England High School we believe that all students are entitled to a broad and balanced education that enables them to achieve the best outcomes (both academically and personally), become confident individuals, live fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework that Hartford Church of England High School will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for students with Special Educational Needs and Disability (SEND).

Through successful implementation of this policy, Hartford Church of England High School aims to eliminate discrimination and promote equal opportunities.

Hartford Church of England High School will engage with the Local Authority in ensuring that the following principles underpin this policy:

- The involvement of students and their parents in decision-making.
- The early identification of students' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of students with SEND.
- Successful preparation for adulthood and particularly post-16 pathways.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a student is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

2. Objectives

Every school is required to identify and address the SEND of the students that they support. Through the implementation of this policy, Hartford Church of England High School will:

- Use their best endeavours to make sure that students with SEND get the support they need to access Hartford Church of England High School's broad and balanced curriculum.
- Ensure that students with SEND engage in activities within Hartford Church of England High School alongside students who do not have SEND.
- Ensure there is high-quality provision to meet the needs of students with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards students with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled students.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENDCO.
- Inform parents when they are making special educational needs provision for their child.
- Review, prepare and publish important information about Hartford Church of England High 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.
- A SEND information report about the implementation of Hartford Church of England High School's policy for students with SEND.

3. Legal Framework

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

- The Local Government Act 1974
- The Disabled Persons (Services, Consultation and Representation) Act 1986
- The Children Act 1989
- The Education Act 1996
- The Education Act 200.
- The Mental Capacity Act 2005
- The Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- The 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)
- The Data Protection Act 2018
- The 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 (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in Schools'
- DfE (2021) 'School Admissions Code'
- DfE (2025) 'Keeping children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled students'

This policy operates in conjunction with the following Hartford Church of England High School policies:

- Admissions Policy
- Data Protection Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Child Protection and Safeguarding Policy
- Supporting Students with Medical Conditions Policy
- Suspension and Exclusion Policy
- Behaviour and Attitudes Policy
- Anti Bullying Policy
- Complaints Policy
- Accessibility Policy
- Teaching and Learning Policy
- Curriculum Policy

4. Roles and Responsibilities

The Governors are responsible for:

- Ensuring this policy is implemented fairly and consistently at Hartford Church of England High School.
- Ensuring that Hartford Church of England High School meets its duties in relation to supporting students with SEND.
- Ensuring that there is a qualified teacher designated as SENDCO for Hartford Church of England High 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 for all students, including students with SEND.

In enacting this policy, the Headteacher will:

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

The SENDCO will be responsible for:

- Collaborating with the Governing Board and Headteacher, as part of the Senior Leadership Team (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 the individual students with SEND.
- Liaising with the relevant designated teacher for Looked After Children (LAC).
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of Hartford Church of England High School's delegated budget and other resources to meet students' needs effectively.
- Liaising with the parents of students with SEND.
- Liaising with primary schools, high schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that students and their parents are informed about the options, and a smooth transition is planned.
- Working with relevant governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all students with SEND up to date, in line with the school's GPDR 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 a family.

Teachers will be responsible for:

- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with the SENDCO and the SEND team, and where appropriate, parents and 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 and implementing a student's SEND passport.
- 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.

5. Identifying Special Educational Needs and Disability (SEND)

Hartford Church of England High 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 Hartford Church of England High School's SEND Information Report.

With the support of the Senior Leadership Team, classroom teachers will conduct regular progress assessments for all students in line with the assessment policy, with the aim of identifying students who are making less than expected progress given their age and individual circumstances.

'Less than expected progress' will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the student's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

Hartford Church of England High School plans, manages and reviews SEND provision across the following four broad areas of need:

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

Many students are identified as having additional needs at the point of transition from primary school, and support can be put in place as appropriate. On arrival in year 7, students undertake a range of formative assessments to support the earliest possible identification of educational need. The tests completed are the Age-Related Reading Test (ART) and the Cognitive Ability Tests (CATS). These tests give our school a holistic overview of each student and provide an individual academic profile for them too. Specifically, these tests provide us with information regarding reading ability (both comprehension and fluency) and verbal and non-verbal ability to process information and problem solve. If a student attains a score of below 85 in the CATS Non-Verbal test combined with below 75 on the reading test, they will become a recognised SEND student and relevant support and/or interventions will be put in place.

At Hartford Church of England High School, you are also placed on the SEND register if you have any formally diagnosed condition that would impact a student's ability to make academic progress or present as barriers to learning. Examples of diagnosis could include ADHD, ASD, Dyslexia, Dyspraxia, and Dyscalculia.

6. Safeguarding

Hartford Church of England High School recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment. Therefore, the school will ensure that all 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.

Hartford Church of England High School recognises that there are additional barriers to recognising abuse and neglect for SEND students. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration.
- 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.
- 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. 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 Hartford Church of England High School's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with students with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the Safeguarding team in collaboration with the SENDCO.

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

The Governing Board and Headteacher will ensure that students with SEND are taught about how to keep themselves and others safe, including online. The school will ensure that the teaching of safeguarding is tailored to the specific needs and vulnerabilities of students with SEND.

Any reports of abuse involving students with SEND will involve close liaison between the Safeguarding team and the SENDCO.

7. SEND Support

Hartford Church of England High School is aware of its statutory duty to provide a broad and balanced curriculum and recognises that high quality teaching, which is adapted for individual students, is the first step in responding to students who have or may have SEND.

Teachers at Hartford Church of England High School will:

- Set high expectations for every student.
- Plan work for students whose attainment is significantly above the expected standard through stretch and challenge.
- Plan lessons for students who have low levels of prior attainment so that they are able to make progress and barriers to learning are removed
- Plan lessons to ensure that there are no barriers to every student achieving.
- Be responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

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

- Discussions between a teacher and a member of the SEND team.
- Analysis of a student's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussions with a student and their parent.
- Analysis of behaviour and attendance data.

Every student on the SEND register has a Student Passport which outlines their strengths, their barriers to learning and strategies that staff can use to support them in their learning. Teachers then implement the advice given on the student passport accordingly, adapting their teaching approaches, resources and the learning activities they provide to ensure that the student's needs are met. Using this approach, most students on the SEND register can have their needs met through adaptive quality first teaching.

Once a student has been identified with SEND, Hartford Church of England High School will continue however to employ a graduated approach to meeting the student's needs. This will be through the adoption of a graduated response – **plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. The process is as follows:

- **Plan:** Agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
- **Do:** Implementing the agreed interventions and support.
- **Review:** Analysing the effectiveness of the interventions and their impact on the student's progress in line with the agreed review date.

For some students with SEND, small-group intervention sessions are necessary to address a specific area of difficulty, for example:

- Literacy support.
- Key Stage 3 Targeted Intervention focused on literacy and numeracy.
- Handwriting Intervention.
- Emotional Literacy Support (ELSA).
- Living with ADHD awareness sessions.
- Individual Mentor/Counselling sessions.
- Break and lunchtime clubs.
- Social Interaction support.
- Stepping up Programme.

These sessions are run by trained staff within the SEND department, and the progress of students undertaking interventions is carefully monitored. A small number of students access additional in-class support from a TA to help them build the skills to access their learning independently. These are usually students with an EHCP that deems it necessary.

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND needs 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.

Hartford Church of England High School will consider whether additional pastoral support and intervention for students with SEND is required, alongside ensuring that any appropriate support for communication is in place.

Identifying need through our trigger point system

In close partnership with the pastoral team, the school undertakes regular and systematic reviews of student behaviour and conduct to ensure that high standards are consistently upheld. Hartford Church of England High School recognises that behaviour can serve as a form of communication. Through continuous monitoring of student conduct profiles, the school applies a tiered framework designed to proactively identify and address emerging concerns. This approach facilitates early intervention and supports the removal of barriers to learning, thereby promoting the wellbeing, inclusion, and academic success of every student.

THRIVE

In cases where the mainstream school environment is determined to be a contributing factor to a student's behavioural profile, the school may utilise its internal alternative provision, THRIVE (Together, Happy, Ready, Inclusive, Valuing Education).

This provision has been specifically developed to support students presenting with significant social, emotional, and mental health (SEMH) needs. Students accessing THRIVE will be included on the SEND Register and will have previously engaged with a comprehensive range of reasonable adjustments within the mainstream setting. Where these interventions have been exhausted and the student continues to experience difficulty in meeting the school's values and expectations, THRIVE provides a supportive, structured environment designed to facilitate re-engagement with learning and promote positive personal development.

EAL

Hartford Church of England High School is aware that there may be students at the school for whom English is not their first language and appreciate 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.

Hartford Church of England High 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.

8. Admissions

Hartford Church of England High School will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Considering applications from parents of children who have SEND but do not have an EHC plan in accordance with the admissions policy.
- 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 without participating fully in any consultation process.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to Hartford Church of England High School uniform and trips do not discourage parents of students with SEND from applying for a place.

- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring Hartford Church of England High School's oversubscription arrangements will not disadvantage children with SEND.
- Attending the EHCP review of Year 6 students who have named Hartford Church of England High School as their secondary setting.
- Engaging in all aspects of the consultation processes associated with reviewed or obtaining an EHCP.

Arrangements for the fair admissions of students with SEND are outlined in the Admissions Policy and are published on the Hartford Church of England High School website.

9. Transition

Hartford Church of England High 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 a setting.

Students with SEND in Year 6 follow the standard admissions procedures. Where a student has an EHCP, the parents/carers will be asked in their Year 6 review to name the secondary school of choice. For this reason, we strongly encourage parents and carers of students with EHCPs to attend our Open Evening or otherwise contact the SEND team towards the end of Year 5 or early on in the autumn term of Year 6 so that we can discuss your child's needs and how Hartford Church of England High School can meet them. Where appropriate, students with SEND receive additional transition visits to support them manage the change from primary to secondary school. We also work closely with a number of local primary schools to identify students who may need additional support in preparation for transition.

10. Involving Students and Parents in Decision-Making

Hartford Church of England High 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.

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.

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

Where necessary, the school will facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

11. Funding for SEND Support

Where additional student needs are identified Hartford Church of England High School will use its delegated funding allowance to provide early intervention support for the benefit of students identified with SEND.

Where students with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

12. Education Health Care (EHC) Needs, Assessments and Plans

Hartford Church of England High School recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a student, some students may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the student, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any School-specific information and evidence about the student's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, Hartford Church of England High School will be provided with written feedback collected during the EHC needs assessment request. We 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 Hartford Church of England High School.

Where the LA decides to issue an EHC plan, it must consult Hartford Church of England High School by sending a copy of the draft plan and consider their comments before deciding whether to name the school in the student's EHC plan. In Any Chester West and Chester school, the school must meet its duty to provide views on a draft EHC plan within 15 school days.

The school will admit any student that names Hartford Church of England High School in an EHC plan and will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs and that necessary arrangements are in place to meet them.

13. Reviewing EHC Plans

Hartford Church of England High School will ensure that teachers monitor and review a student's progress during the year and the SENDCO/Assistant SENDCO will conduct a formal review of the EHC plan at least annually. The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEND Team, social care and health services.
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.

- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst students and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and student that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the student's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each student's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a student's needs significantly change, the school will request an interim review or 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.

14. Supporting Successful Preparation for Adulthood

Hartford Church of England High 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.

Hartford Church of England High School will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
- 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 is possible for them to achieve.
- Engage with Further Education providers as necessary to help plan for any transitions.
- Ensure students with SEND are provided with independent careers guidance throughout their time at Hartford Church of England High School.

15. Managing Complaints

Hartford Church of England High School publishes a Complaints Policy on the School website.

If a parent makes a serious complaint or has a significant disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

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.

Hartford Church of England High School will meet any request to attend a SEND tribunal and complete all required administration associated with the process. The school will explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

16. Staff Training and Improving Practice

Hartford Church of England High School is committed to the learning and development of all its staff members and training opportunities will be provided and delivered.

The school SENDCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing students with SEND.

17. Use of Data and Record Keeping

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.
- 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 them, so far as reasonably practicable.

The school keeps data on the levels and types of need within Hartford Church of England High School and makes this available to the LA and Ofsted.

Confidentiality

Hartford Church of England High School will not disclose any EHC plan without the consent of the student's parents, except for specified purposes or in the interests of the student, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of Hartford Church of England High Schools and LAs.
- To the Headteacher or SENDCO of the setting at which the student is intending to start their next phase of education.

18. Publishing Information

Hartford Church of England High School will publish information on the Hartford Church of England High School website about the implementation of this policy.

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

The SEND Information Report will be prepared by the Governing Board and will be published on the Hartford Church of England High School website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

19. Joint Commissioning, Planning and Delivery

Hartford Church of England High School will work closely with local education, health and social care services to ensure students get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

SEND students 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.

20. Local Offer

Hartford Church of England High School's Governing Board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and students in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to students' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and students understand 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 school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes 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:** The school will work with the LA to review the Local Offer to ensure that, when parents and students access the Local Offer, the information is up to date.

The school will provide the LA with information about their existing SEND provision and capabilities to support students with SEND to aid in the drafting of the Local Offer, where required.

21. Monitoring and Review

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

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

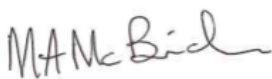
Date approved by Governing Board: 24/11/2025

Applicable from: 24/11/2025

Signed by

Headteacher: 

Date: 24/11/2025

Chair of Governors: 

Date: 24/11/2025