



Three
Spires
TRUST

'Life in all its fullness'

Restrictive Interventions Policy

Including the use of reasonable force, restraint and seclusion

| | |
|---------------------|--|
| Policy owner | Director of Safeguarding and SEND |
| Academy | St Thomas' Church of England Primary Academy |
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Table of Contents

| | |
|---|-----------|
| 1. Policy Statement | 2 |
| 2. Definitions | 3 |
| 3. Prevention and de-escalation | 4 |
| 3.1 Staff Training | 4 |
| 4. When restrictive interventions may be used | 5 |
| 4.1 Statutory power to use reasonable force (Education and Inspections Act 2006) | 6 |
| 4.2 Unacceptable use of restrictive intervention | 7 |
| 4.3 Appropriate physical contact..... | 7 |
| 4.4 Reasonable force for searching pupils..... | 8 |
| 5. Seclusion..... | 9 |
| 6. Record Keeping | 10 |
| 6.1 Recording of significant incidents involving the use of force | 10 |
| 6.2 Reporting of significant incidents involving the use of force | 10 |
| 6.3 Recording and reporting of seclusion and non-force restraint..... | 11 |
| 7. Post-incident support and review | 11 |
| 7.1 Immediate welfare and medical checks | 11 |
| 7.2 Emotional wellbeing and safeguarding support | 11 |
| 7.3 Reflective debrief and learning | 12 |
| 7.4 Review of support and risk management..... | 12 |
| 7.5 Repairing relationships and reintegration | 12 |
| 7.6 Monitoring and escalation..... | 12 |
| 8. Governance | 13 |
| 9. Complaints | 14 |
| Appendix 1: Reporting template | 15 |

1. Policy Statement

This policy sets out St Thomas' Church of England Primary Academy's approach to restrictive interventions, including the use of reasonable force, restraint and seclusion. St Thomas' is part of Three Spires Trust. The trust and the school recognises that restrictive interventions can have a significant physical and psychological impact on pupils and staff. They should therefore only ever be used when necessary, proportionate and lawful, and where less restrictive measures have been attempted or assessed as inappropriate in the circumstances.

St Thomas' is committed to:

- safeguarding the welfare, dignity and human rights of pupils
- preventing and minimising the need for restrictive interventions
- supporting staff to manage behaviour safely and confidently
- meeting statutory recording and reporting duties
- using data to continuously improve practice

This policy should be read alongside the

- St Thomas' Behaviour Policy
- Three Spires Trust Safeguarding and Child Protection Policy
- Three Spires Trust SEND Policy
- St Thomas' Health and Safety Policy and
- Three Spires Trust Complaints Policy.

This policy is informed by:

- Education and Inspections Act 2006 (sections 93 and 93A)
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- Equality Act 2010
- Human Rights Act 1998
- Health and Safety at Work etc. Act 1974
- DfE guidance: Restrictive interventions, including use of reasonable force, in schools (April 2026)
- Keeping Children Safe in Education (2025)

2. Definitions

- Restrictive intervention: **Any** action that prevents, restricts or subdues a pupil's movement, including physical and non-physical interventions.
- Reasonable force: Physical force used by staff to prevent injury, damage, criminal behaviour or serious disorder. It must be the minimum necessary for the **shortest** time.
- Restraint: A **non-disciplinary intervention** that immobilises or limits a pupil's movement, with or without physical contact.
- Seclusion: A **non-disciplinary safety measure** involving keeping a pupil in a place away from others and preventing them from leaving.
- Significant incident: Any incident where force goes beyond everyday physical contact and requires formal recording and reporting.

Where this policy uses the word '**must**', this indicates a legal requirement. Where it uses '**should**', this indicates expected practice unless there is good reason not to follow it.

Section 1: Using restrictive intervention

3. Prevention and de-escalation

St Thomas' prioritises proactive strategies to minimise the need for restrictive interventions, including:

- positive behaviour support approaches
- consistent routines and expectations
- trauma-informed practice
- environmental adaptations
- early identification of triggers
- effective communication strategies
- strong relationships between staff and pupils

Individual support may include behaviour support plans, reasonable adjustments, sensory strategies and joint working with parents ¹and external professionals.

3.1 Staff Training

St Thomas' recognises that staff training is a critical component of preventing the need for restrictive interventions and ensuring that, where they are used, they are applied safely, lawfully and proportionately.

In line with the April 2026 Department for Education guidance, staff who are likely to work in situations where restrictive interventions may be required will receive appropriate training in behaviour support, prevention and de-escalation strategies, and the safe and lawful use of reasonable force and other restrictive interventions.

Training will reflect the principles of this guidance and will support staff to assess necessity and proportionality, understand risks to physical and psychological wellbeing, recognise the impact of trauma and SEND, and make defensible professional judgements, including in situations where decisions must be taken quickly.

St Thomas' will ensure that training needs are informed by its pupil cohort, patterns and trends in incidents, and risk assessments. As an employer, Three Spires Trust will take reasonably practicable steps to ensure the health, safety and welfare of staff, including providing refresher training, access to advice and support, and additional guidance where staff regularly work with pupils who present a higher level of risk.

In this school, **all** staff members employed by Three Spires Trust access de-escalation and behaviour education training. This is part of the school's universal professional learning.

¹ For the purposes of this policy, 'parent' includes carers and any person with parental responsibility, and in relevant circumstances a local authority acting in that role.

In this school, **some** members of staff are specifically trained in the use of restrictive interventions. These staff members are:

| Name | Role | Date of training | Training programme |
|-----------------|--------------------|-------------------------|----------------------------|
| Donna Pierpoint | Principal | April 2025 | ICM – Respectful Restraint |
| Steph Simpson | Teaching Assistant | April 2025 | ICM – Respectful Restraint |
| Pete Dalgarno | Teaching Assistant | April 2025 | ICM – Respectful Restraint |

4. When restrictive interventions may be used

Restrictive interventions, including the use of reasonable force, restraint and seclusion, may only be used in exceptional circumstances where they are lawful, necessary and proportionate, and where other less restrictive measures have been attempted or assessed as inappropriate in the circumstances.

In line with the April 2026 Department for Education guidance, restrictive interventions may only be used to prevent a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- causing serious damage to property
- causing significant disorder.

The decision to use a restrictive intervention is a matter of professional judgement and must always be based on the specific circumstances at the time. Before using, or continuing to use, a restrictive intervention, staff must, wherever practicable, consider the following factors, which are drawn directly from the guidance:

Necessity

Staff should consider whether a restrictive intervention is required to reduce an immediate risk of harm and whether other less restrictive strategies, including de-escalation, redirection or support from other staff, are likely to be effective. Where a restrictive intervention is unlikely to successfully reduce risk, or is likely to escalate the situation further or cause more harm than the behaviour itself, it should not be used.

Proportionality

Any restrictive intervention must be the least restrictive option available, using the minimum amount of force for the shortest amount of time necessary to reduce the risk. If an intervention is not reducing risk or is escalating the situation, staff must reconsider their approach and seek to reduce or cease the intervention as soon as it is safe to do so.

Pupil welfare and dignity

Staff must consider the impact of any restrictive intervention on the pupil's physical and psychological wellbeing. Where possible, staff should seek to maintain the pupil's dignity, including consideration of the environment in which the intervention takes place, and should communicate calmly and clearly with the pupil about what is happening and why.

Vulnerabilities and SEND

Staff must have regard to the individual needs and circumstances of the pupil, including any special educational needs, disabilities, medical conditions, communication needs, sensory sensitivities, past trauma or other vulnerabilities. These factors may affect how a pupil experiences an intervention and must inform decision-making before, during and after any restrictive intervention.

Equality implications

Staff must consider relevant duties under the Equality Act 2010, including the need to avoid discrimination, make reasonable adjustments and ensure that responses do not disproportionately impact pupils who share protected characteristics.

Restrictive interventions must never be used as a punishment, as a disciplinary sanction, or for the purpose of compliance or convenience. They must only be used as a last resort safety measure and must cease as soon as the immediate risk has reduced.

Following any restrictive intervention, staff must ensure that appropriate post-incident actions are taken in line with this policy, including recording and reporting, medical checks where appropriate, reflection and review.

4.1 Statutory power to use reasonable force (Education and Inspections Act 2006)

Under section 93 of the Education and Inspections Act 2006², all members of school staff have a statutory power to use reasonable force in limited circumstances to prevent a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder.

This power applies while staff are lawfully in charge of pupils and extends to situations both on and off St Thomas' site, including educational visits. Section 93 provides the legal basis for the use of reasonable force in schools, and any such use must be reasonable in the

² Education and Inspections Act 2006, Section 93 (reasonable force):

<https://www.legislation.gov.uk/ukpga/2006/40/section/93>

circumstances, meaning that it must be necessary and proportionate to the risks presented at the time.

In addition, section 93A of the Act places a statutory duty on governing bodies and proprietors to ensure that arrangements are in place for recording and reporting significant incidents involving the use of force. This policy reflects both the legal power under section 93 and the statutory recording and reporting duties under section 93A, and must be implemented in a way that is consistent with wider safeguarding, equality, human rights and health and safety obligations.

4.2 Unacceptable use of restrictive intervention

Restrictive interventions must never be used as a punishment, a disciplinary sanction, or for the purpose of compliance, convenience or to manage behaviour where there is no immediate risk of harm. Any use of force or restrictive practice for these purposes is unlawful.

Staff must not use any techniques or approaches that may restrict or interfere with a pupil's airway, breathing or circulation. This includes, but is not limited to, applying pressure to the neck, throat, chest or abdomen, covering the mouth or nose, or positioning a pupil in a way that compromises respiration. Such practices present a serious and potentially fatal medical risk and are strictly prohibited.

The use of restrictive interventions carries inherent physical and psychological risk, particularly where they occur on the ground. Ground restraint should therefore be avoided wherever possible. Where a pupil is unintentionally brought to the ground, staff must take immediate steps to reduce risk by repositioning or releasing holds as soon as it is safe to do so and moving to a safer alternative or standing position.

Any restrictive intervention that presents, or begins to present, a medical risk must stop immediately. Where a pupil has been restrained, particularly where there has been any impact to breathing, circulation, consciousness or physical injury, staff must seek medical assessment and treatment as soon as practicable.

Staff must also be mindful that restrictive interventions can cause significant psychological distress. Interventions that humiliate, degrade, intimidate, threaten or deliberately cause emotional harm are unacceptable. All responses must seek to preserve the pupil's dignity and wellbeing, even in high-risk situations.

Any incident involving unacceptable practice, or where there is concern that an intervention may have compromised a pupil's safety, must be reported immediately in line with St Thomas' safeguarding and child protection policy consideration should be given to any other relevant reporting requirements.

4.3 Appropriate physical contact

Appropriate physical contact (for example, first aid, comfort, guiding or PE instruction) is lawful and sometimes necessary. Staff must use professional judgement and consider safeguarding context, pupil age, vulnerability and alternative strategies.

4.4 Reasonable force for searching pupils.

Under statutory powers³, the headteacher and staff authorised by the headteacher may search a pupil or their possessions where they have reasonable grounds to suspect that the pupil is in possession of a prohibited item. Prohibited items are those set out in legislation and include, for example, knives or weapons, alcohol, illegal drugs, stolen items and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Where a lawful search is taking place for a prohibited item, staff may use such force as is reasonable in the circumstances to conduct that search. Any use of force in this context must be necessary, proportionate and for the shortest possible time, and must be consistent with the principles set out in this policy.

Reasonable force must not be used to search for items that are banned only under the school's own rules. Where force is used during a search, this will be treated as a restrictive intervention and must be managed in line with this policy, including consideration of the pupil's welfare, dignity, vulnerabilities and any SEND or medical needs.

Any significant incident involving the use of force during a search must be recorded and reported in accordance with statutory duties.

All searches must be carried out in accordance with the school's Searching, Screening and Confiscation procedures, and staff involved in searching pupils will receive appropriate guidance and training.

³ Section 550ZA of the Education Act 1996

5. Seclusion

Seclusion is defined in statutory guidance as a non-disciplinary, short-term safety measure and may only be used where a pupil is experiencing high levels of emotional or behavioural dysregulation and there is a serious and immediate risk of harm to the pupil or to others. Seclusion must never be used as a punishment, a sanction, a planned behaviour management strategy, or as a response to deliberate non-compliance where there is no immediate risk.

Seclusion must only ever be used to reduce an immediate risk of harm and must not be used to coerce, threaten or control a pupil. It should not be implemented through the threat of punishment or the suggestion that negative consequences will follow if a pupil attempts to leave.

Where seclusion is used, the place in which the pupil is confined must be safe, suitable and non-threatening, taking account of the pupil's age, needs, vulnerabilities and sensory sensitivities. The environment must not present a risk to the pupil's physical or psychological wellbeing and should allow the pupil to calm and regain regulation.

A pupil who is secluded must be continuously supervised at all times by a member of staff. Supervision must be active and purposeful, enabling staff to monitor the pupil's physical and emotional wellbeing, communicate appropriately, and respond immediately if the pupil becomes distressed, unwell or at risk.

Seclusion must end as soon as the immediate risk of harm has reduced. It must not continue beyond the point at which it is necessary to manage risk, and pupils must be supported to rejoin others safely when they are able to do so.

Any incident involving seclusion must be treated as a significant safeguarding event.

All incidents of seclusion must be recorded and reported in line with statutory duties⁴.

Following any use of seclusion, appropriate post-incident actions must take place, including welfare checks, reflection, support and review of preventative strategies.

⁴ (No. 2) (England) Regulations 2025 and section 93A of the Education and Inspections Act 2006.

Section 2: Post Incident

6. Record Keeping

St Thomas' recognises that incidents involving restrictive interventions are significant safeguarding events⁵.

The trust board ensures that clear procedures are in place for the recording and reporting of all relevant incidents.

6.1 Recording of significant incidents involving the use of force

All significant incidents involving the use of reasonable force must be recorded in writing (the form provided in appendix 1 is made available electronically for completion) as soon as practicable after the event, in any case, staff should endeavour to complete records no later than the same day. A note and a copy of the formal record must be captured in the safeguarding system (MyConcern).

Records must be completed by the staff member(s) involved and must provide a clear, factual account of the incident. As a minimum, records will include:

- the name of the pupil and the names of staff directly involved
- the date, time, location and approximate duration of the incident
- a brief account of what happened, including any known context, antecedents, triggers and behaviours of concern
- details of any preventative or de-escalation strategies attempted prior to the use of force
- where relevant, the type of reasonable force used and the degree of force applied
- a brief explanation of why the use of force was assessed as necessary at the time
- details of any physical injuries, distress or welfare concerns
- details of any immediate and ongoing post-incident support, including medical attention where provided.

The requirement to record applies even where the use of restrictive interventions has been discussed or anticipated within a behaviour support plan.

6.2 Reporting of significant incidents involving the use of force

Parents must be informed in writing of each significant incident involving the use of force as soon as practicable after the incident, and St Thomas' should endeavour to do this no later than the same day, unless a statutory exception applies.

Reports to parents will include, as a minimum:

- the date, time, location and approximate duration of the incident
- a brief account of why the intervention was assessed as necessary
- a brief description of what type of force was used and the degree of force applied

⁵ In accordance with section 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025

- details of any physical injuries or welfare concerns, where applicable

St Thomas' will normally invite parents to discuss the incident, including any relevant triggers, the effectiveness of preventative strategies, and whether any behaviour support plans or risk assessments require review.

Exceptions to the duty to report apply only where:

- the pupil is aged 20 or over, or
- it appears that informing a particular parent would be likely to result in serious harm to the pupil. In such cases, the incident will be reported to any parent to whom it can safely be reported, or, where this is not possible, to the relevant local authority.

6.3 Recording and reporting of seclusion and non-force restraint

All incidents involving seclusion or restraint without physical force must be recorded and reported⁶.

This includes incidents where restrictive interventions are used in line with an agreed behaviour support plan. Records must be completed as soon as practicable and no later than the same day wherever possible.

Where an incident of restraint also constitutes a significant use of force, St Thomas' will follow the significant incident reporting procedure set out above.

The same information will not be reported twice. Where an incident involves seclusion or restraint without physical force and does not constitute a significant use of force, the reporting duties under the 2025 Regulations will apply.

7. Post-incident support and review

Following any restrictive intervention, St Thomas' will ensure that appropriate and timely actions are taken to safeguard the physical and emotional wellbeing of all those involved, to understand what happened and why, and to reduce the likelihood of future incidents.

7.1 Immediate welfare and medical checks

As soon as practicable after the incident, staff will check the pupil and any staff involved for signs of injury, distress or illness. Where appropriate, first aid will be administered and medical assessment or treatment sought. Any injuries or health concerns will be recorded in line with St Thomas' health and safety procedures and reported to the Health and Safety Executive where required.

7.2 Emotional wellbeing and safeguarding support

⁶ in accordance with the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025. Where required, incidents will also be reported in accordance with health and safety reporting requirements.

St Thomas' recognises that restrictive interventions can be distressing. Consideration will therefore be given to the emotional wellbeing needs of the pupil, any staff involved, and any pupils who may have witnessed the incident. Support may include access to pastoral staff, counselling services, trusted adults, supervision, the Employee Assistance Programme, or other appropriate support mechanisms.

7.3 Reflective debrief and learning

St Thomas' will hold reflective debrief conversations following incidents involving restrictive interventions. These discussions are intended to support wellbeing, enable learning and improvement, and reduce future risk. Where appropriate, debriefs will include:

- a factual review of what happened and why
- reflection on early warning signs and triggers
- consideration of what preventative and de-escalation strategies were used and their effectiveness
- identification of any alternative approaches that may reduce the likelihood of recurrence.

Where possible, debriefs should be facilitated by a member of staff who was not directly involved in the incident, and may include the pupil and their parent where appropriate.

7.4 Review of support and risk management

Following any restrictive intervention, St Thomas' will review relevant behaviour support plans, risk assessments and reasonable adjustments. Changes will be made where necessary to better support the pupil, address underlying needs, and strengthen preventative measures. Parents and carers will be included in the planning of any such reviews.

7.5 Repairing relationships and reintegration

St Thomas' is committed to repairing and rebuilding relationships following incidents involving restrictive interventions. Where appropriate, restorative approaches will be used to support the pupil's reintegration, rebuild trust between pupils and staff, and promote a sense of safety, dignity and belonging.

7.6 Monitoring and escalation

Leaders will monitor incidents and post-incident actions to identify patterns, emerging risks or training needs. Where restrictive interventions occur repeatedly or where concerns arise, this will trigger further review, multi-agency engagement where appropriate, and escalation through safeguarding or SEND processes.

Section 3: Leadership and Management of Restrictive Intervention

8. Governance

The trust board recognises that the use of restrictive interventions is a significant safeguarding matter and will provide appropriate oversight to ensure that practice across St Thomas' is lawful, proportionate and focused on prevention.

In line with statutory duties and the April 2026 Department for Education guidance, the trust board will ensure that suitable arrangements are in place to support the effective implementation of this policy and the associated recording and reporting requirements.

In fulfilling this responsibility, the trust board will:

- ensure that this policy is implemented and reviewed regularly
- assure itself that statutory recording and reporting duties are being met
- receive and consider information about the use of restrictive interventions, including emerging patterns or trends
- be mindful of any disproportionate impact on pupils with special educational needs and disabilities or other identified vulnerabilities
- use information from incidents to inform discussion about prevention, training and support
- ensure that staff are appropriately supported and trained
- ensure that learning from incidents contributes to the ongoing development of practice.

Oversight of restrictive interventions will form part of the local academy committee and the trust board's wider safeguarding and pupil wellbeing responsibilities.

9. Complaints

Any complaints raised in relation to the use of restrictive interventions will be managed in accordance with the Three Spires Trust complaints procedure.

Where an allegation is made that a member of staff has used restrictive interventions inappropriately, unlawfully or in a way that may have placed a pupil at risk, the matter will be managed in line with Keeping Children Safe in Education (2025) and the Three Spires Trust safeguarding and allegations management procedures.

Where appropriate, the school will work with external agencies to ensure concerns are managed in accordance with statutory guidance. This includes consideration of whether the concern meets the threshold for referral to the Local Authority Designated Officer (LADO) and whether any immediate safeguarding or risk management actions are required.

Three Spires Trust will ensure that allegations are considered objectively, based on the available evidence, and that appropriate support is provided to all parties involved.

Learning arising from complaints and allegations will be used to inform training, policy review and preventative practice.

10. Appendix 1: Reporting template

The paper copy of this form is on the following page. Further, there is an online form available in the trust portal for each setting.

Restrictive Intervention Incident Report Form

Use of reasonable force, restraint and/or seclusion

SECTION 1: BASIC DETAILS

| | |
|------------------------|--|
| School: | |
| Date of incident: | |
| Time incident started: | |
| Time incident ended: | |
| Approximate duration: | |
| Location of incident: | |

SECTION 2: PUPIL DETAILS

| | |
|--|--|
| Pupil name: | |
| Date of birth: | |
| Year group: | |
| SEND status (SEN Support / EHCP): | |
| Primary need (if known): | |
| Relevant medical, sensory, communication or vulnerability factors: | |

SECTION 3: STAFF INVOLVED

| | |
|---|--|
| Name and role of staff member(s) directly involved: | |
| Names of any witnesses: | |

SECTION 4: DESCRIPTION OF INCIDENT

| | |
|--|--|
| Brief factual account of what happened, including context and behaviours of concern: | |
| Known or suspected triggers or early warning signs: | |
| Strategies used before restrictive intervention: | |
| Why these strategies were assessed as insufficient: | |

SECTION 5: RESTRICTIVE INTERVENTION USED

| | |
|---|--|
| Reasonable force / Physical restraint / Seclusion / Non-force restraint | |
| Description of what was done, including degree of force: | |
| Why this intervention was assessed as necessary: | |
| Type of intervention used: | |
| Was this the least restrictive option available? | |

SECTION 6: WELFARE AND MEDICAL INFORMATION

| | | |
|---|-----|----|
| Were there any injuries or physical effects | YES | NO |
| <i>Details</i> | | |
| Was first aid or medical support provided | YES | NO |
| <i>Details</i> | | |
| Any emotional distress observed: | YES | NO |
| <i>Details</i> | | |

SECTION 7: SECLUSION

| | | | |
|--|-----|----|----------------|
| Was seclusion used? | YES | | NO |
| Was the pupil continuously supervised? | YES | NO | Not applicable |
| Location of seclusion: | | | |
| Duration | | | |
| How was the pupil supported to exit seclusion? | | | |

SECTION 8: POST-INCIDENT ACTIONS

| | |
|----------------------------|--|
| Immediate actions taken: | |
| Follow-up support planned: | |

SECTION 9: PARENT/CARER REPORTING

| | | |
|---|-----|----|
| Has the incident been reported to parents/carers? | YES | NO |
| Method: | | |
| Date and time reported: | | |
| Name of person who reported: | | |
| If not reported, state statutory reason: | | |

SECTION 10: REVIEW AND LEARNING

| |
|---|
| Outline any need to review behaviour support, risk assessment, reasonable adjustments, training or environment? |
| |

SECTION 11: COMPLETED BY

| | |
|------------------------------|--|
| Completed by (name and role) | |
| Date | |

| | |
|-----------------------------|--|
| Reviewed by (senior leader) | |
| Date | |

11. 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
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The 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 (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Supporting students at academy with medical conditions'
- DfE 'Keeping children safe in education'
- DfE 'Working Together to Safeguard Children'
- DfE 'Working Together to Improve School Attendance'
- DfE 'Mental health and wellbeing provision in academies'
- DfE 'Academy Admissions Code'

This policy operates in conjunction with the following policies:

- Admissions Policy
- Equal Opportunities Policy: Students
- Data Protection Policy
- Records Management Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Plan

12. Identifying SEND

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

With the support of the SLT, classroom teachers will conduct regular progress assessments for all students, with the aim of identifying students who are making less than expected progress.

'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from those with the same starting point when baselined
- Progress does not match or better the student'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

13. Definitions

For 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.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

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.

The academy 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

Students 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 academy recognises that:

- Students with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every student 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 students, parents, and language and communication experts where necessary to ensure students with SLCN reach their potential.

Cognition and learning

Students with learning difficulties may require support – the academy will offer support where necessary.

The academy 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 to the needs of the student.

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

Students 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 academy recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the academy will implement a Social, Emotional and Mental Health (SEMH) Policy to support students with these difficulties.

The academy will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of students 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 students.

Sensory or physical needs

Impairments that prevent or hinder students from using the academy facilities, such as vision impairment (VI), do not necessarily have SEND. The academy will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A student 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 academy recognises, however, that students 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.

14. Objectives

The academy will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all students to aid the earliest possible identification of SEND

15. Roles and responsibilities

The Local Academy Committee will be responsible for:

- Communicating with students with SEND and their parents when reviewing policies that affect them.
- Ensuring that effective provision is in place for all students with SEND, whether or not they have an EHC plan.
- Securing the special educational provision called for by a student's SEND.
- Designating an appropriate member of staff to be the SENCO and having responsibility for coordinating provision for students with SEND.
- Appointing a designated teacher for LAC, where appropriate.
- Ensuring that reasonable adjustments are made for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that students with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equal Opportunities Policy: Students.
- Preparing the arrangements for the admission of students with SEND and the facilities provided to enable access to the academy for students with disabilities.
- Regularly monitoring the academy's policies and procedures, to review their impact on students with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the academy intends to progressively improve access over time.
- Publishing annual information setting out the measures and facilities to assist access for students with disabilities on the academy's website.
- Publishing annual information about the arrangements for the admission of students with SEND, the steps taken to prevent students being treated less favourably than others, the facilities provided to assist students with SEND, and the academy's Accessibility Plan on the academy's website.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and students.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a student with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support students at academy with medical conditions, in line with the academy's Supporting Students with Medical Conditions Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.
- Appointing an individual governor to oversee the academy's arrangements for SEND.
- Preparing the SEND information report and publishing it on the website.
- Preparing the Accessibility Plan and publishing it on the website.

- Ensuring that the academy's Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.

The Principal will be responsible for:

- Ensuring that those who are teaching or working with students with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review students' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that 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.
- Assisting the Local Governing Body in appointing a designated teacher for LAC, who will work closely with the SENCO to ensure that the needs of the students are fully understood by relevant academy staff.
- Regularly and carefully reviewing the quality of teaching for students at risk of underachievement, as a core part of the academy's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable students.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the academy do not directly or indirectly discriminate against students with SEND.
- Ensuring that students with SEND and their parents are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including students with SEND in all opportunities available to other students.
- Ensuring that the approach to the curriculum includes how it is made accessible for students with SEND.
- Consulting health and social care professionals, students, and parents to ensure the needs of students with medical conditions are effectively supported.
- Keeping parents and relevant teachers up-to-date with any changes or concerns involving a student, considering the academy's Student Confidentiality Policy.
- Identifying any patterns in the identification of SEND within the academy and comparing these with national data.
- Reporting to the Local Governing Body on the impact of SEND policies and procedures, including on students' mental health and wellbeing.
- Ensuring that the SENCO is provided with training, with an emphasis on mental health, on an annual basis.

The SENCo will be responsible for:

- Collaborating with the Local Academy Committee and Principal, as part of the SLT, to determine the strategic development of the SEND policy and provision in the academy.
- Working with the relevant governors and the Principal to ensure that the academy 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 the specific provision made to support individual students with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where LAC have SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the academy's delegated budget and other resources to meet students' needs effectively.
- Liaising with the parents of students with SEND.
- Liaising with early years providers, other academies, 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.
- Drawing up a one-page profile of a student with SEND.
- Providing professional guidance to colleagues and working closely with staff members, parents 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, as far as possible, that students with SEND take part in activities run by the academy, together with those who do not have SEND.
- Ensuring that the academy keeps the records of all students with SEND up-to-date, in line with the academy's Data Protection Policy.
- Informing the parents of students with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the Principal, identifying any patterns in the identification of SEND within the academy 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.
- Supporting teachers in the further assessment of a student's particular strengths and weaknesses, and advising on effective implementation of support.
- Attending and participating in the Local SEND and Inclusion Hub.
- Engaging with development and networking opportunities offered by Three Spires Trust.
- Keeping up to date about developments in SEND.

The DSL will be responsible for:

- Liaising with the Principal to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding students with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding students with SEND.
- Liaising with the SENCO where appropriate regarding safeguarding concerns for a student with SEND.

- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of students with SEND, including where families may be facing challenging circumstances.
- Working with the Principal and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that students with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on student's attendance, engagement and achievements.
- Recognising the additional risks that students with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support students with SEND to stay safe online.

The Director of Safeguarding and SEND will be responsible for:

- Drafting requests for Education, Health and Care Needs Assessments for children and young people who attend a setting within the trust, where the SENCo believes that a request for assessment is the next appropriate step
- Reviewing any new EHCPs and drafting the consultation responses on behalf of the academy's Principal.

Teachers will be responsible for:

- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving.
- Ensuring every student with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable students with the support of the SENCO.
- 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 Principal.

16. Children with specific circumstances

LAC

Students at the academy who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

The academy recognises that students that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

The academy has a designated member of staff for coordinating the support for LAC.

Where that role is carried out by a person other than the SENCO, designated teachers will work closely with the SENCO to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant academy staff.

EAL

The academy will give particular care to the identification and assessment of the SEND of students whose first language is not English.

The academy will consider the student within the context of their home, culture and community.

Where there is uncertainty about an individual student, the academy will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

The academy appreciates having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The academy will 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.

17. Admissions

The academy will ensure it meets its duties set under the DfE's 'Academy 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 academy 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 academy 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 academy 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 'Academy Admissions Code' for the admission of children without an EHC plan.
- Ensuring the academy's oversubscription arrangements will not disadvantage children with SEND.

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

18. Involving students and parents in decision-making

Parents of students with SEND will be encouraged to share their knowledge of their child; the Principal 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 academy provides their child with SEND support.

Decisions on whether the academy will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the student involved.

Decisions about education will not unnecessarily disrupt a student's education or any health treatment underway.

The planning that the academy 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.

Class teachers, the Assistant and/or Deputy SENCo or the SENCo will meet with students and their parents times per academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

19. Joint commissioning, planning and delivery

The academy is committed to ensuring that students with SEND 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.

The academy will work closely with local education, health and social care services to ensure students get the right support.

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

The academy will draw on the wide range of local data sets about the likely educational needs of students with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children 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 students with SEND.
- An analysis of local challenges or sources of health inequalities.
- The academy's Data Protection Policy will be adhered to at all times.

The academy will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for students with SEND.
- Increasing the identification of students with SEND prior to academy entry.

Where students with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

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

20. Funding

The academy will allocate the appropriate amount of core per-student funding and notional SEND budget outlined in the Local Offer for the SEND provision of its students.

Personal budgets are allocated from the LA's high needs funding block; the academy will continue to make SEND provision from its own budgets, even if a student has an EHC plan.

21. Local Offer

The academy's Local Governing Body 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 academy will work with LAs, parents and students in developing and reviewing the Local Offer. The academy will also cooperate with those providing services.
- **Accessible:** The academy 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 academy 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 academy 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 academy 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 academy 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.

22. Graduated approach

Once a student with SEND has been identified, the academy will employ a graduated approach to meet the student's needs by:

- Establishing a clear assessment of the student's needs.
- Planning, with the student's parents, 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 SENCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

23. Assessment

The academy will, in consultation with the student's parents, request a statutory assessment of SEND where the student's needs cannot be met through the resources normally available within the academy.

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 student.

The academy will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The academy will gather advice from relevant professionals about the student 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 students with SEND, the academy will:

- Base decisions on the insights of the student and their parents.
- Set students challenging targets.
- Track students' 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, students' 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.

Where a student continually makes little or no progress, or is working substantially below expected levels, the academy will consult with parents before involving specialists.

24. Training

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 students with SEND. 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 SENCO 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 in students
- Liaising with the academy's SENCO
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for students with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

Throughout the academic year, all staff will receive SEND training.

25. Promoting mental health and wellbeing

The academy will ensure that there is a focus on promoting students' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a student requires such services. Where appropriate, the academy will support parents in the management and development of their child.

Peer mentoring will be used to encourage and support students suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the worries of their mentee.

When in-academy intervention is not appropriate, referrals and commissioning will be used instead. The academy will continue to support the student as best it can.

For students with more complex problems, additional in-academy support will include:

- Supporting the student's teacher, to help them manage the student's behaviour.
- Additional educational one-to-one support for the student.
- One-to-one therapeutic work with the student, delivered by mental health specialists.
- An IHP. All academies must comply with the statutory duty of caring for students 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 academy will consider whether disruptive behaviour is a manifestation of SEMH needs.

The academy will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

Each academy will have its own Designated Mental Health Lead.

26. EHC plans

The academy will fully cooperate with the LA when research about the student is being conducted. The academy will provide the LA with any information or evidence needed. All relevant teachers will be involved in contributing information to the LA.

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

The academy will meet its duty to provide views on a draft EHC plan within 15 days. If the decision is taken not to issue an EHC plan, the academy will consider and implement the recommendations of feedback from the LA regarding how the student's outcomes can be met through the academy's existing provision.

If the LA decides not to issue an EHC plan, the parents of the student, or the student themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The academy will admit any student that names the academy in an EHC plan or EHC needs assessment process. The academy 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 arrangements are in place to meet them.

All reasonable provisions will be taken by the academy 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 academy will specify short-term targets sought for a student in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

The academy will 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 academy will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the Local Governing Body or Principal will request the LA to conduct a re-assessment of a student 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.

The academy will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis. Information regarding a student's EHC plan will only be shared with other educational settings if the student is transferring there, for the setting to develop an individual learning plan. The academy will take steps to ensure that students and parents are actively supported in developing and reviewing EHC plans.

Where necessary, the academy will provide support from an advocate to ensure the student's views are heard and acknowledged.

The academy will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

The academy will work with parents to prevent the whole process of an EHC needs assessment and development taking no longer than 20 weeks from when the initial request was received; it will hold the LA to account where this timescale is not met.

27. Reviewing the EHC plan

The academy 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 involved at all times.
- Ensure that sufficient arrangements are put in place at the academy to host the annual review meeting.
- Lead the review of the EHC plan in order to create the greatest confidence amongst students and their parents.
- 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.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents 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 and student that they have the right to appeal the decisions made in regard to the EHC plan.

28. Safeguarding

The academy recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that students with SEND:

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

The academy recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers include, though 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.

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

29. Transferring between different phases of education

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

The review and amendments will be completed by the end of the Autumn term of the academic year of the phase transfer at the latest for transfers into or between academies.

The key transfers are as follows:

- Primary to secondary
- Middle to secondary

For students moving from secondary academy to a post-16 setting or apprenticeship, the review and any amendments to the EHC plan, including specifying the post-16 provision and naming the setting, must be completed by the 31 March in the calendar year of the transfer.

30. SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the child's education suffering. All disagreements about how a child's needs or disabilities are being met in the academy will engage will be attempted to be resolved as quickly as possible, without the student's education suffering.

In all cases, the academy's written Complaints Procedures Policy will be followed, allowing for a complaint to be considered informally at first.

The trust board, as responsible body, will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'; furthermore, it will outline how the academy and trust has worked to support a child's special educational needs and disabilities at the material time.

31. Supporting successful preparation for adulthood

The academy will ensure that students are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

The academy will engage with FE providers, as necessary, to help plan for any transitions.

The academy will transfer all relevant information about students to any educational setting that they are transferring to.

If a student has been excluded, the academy has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the academy's Exclusion Policy.

If it is in the best interest of the student, the academy may commission alternative provision, in line with any EHC plans in place, for students who face barriers to participate in mainstream education.

The academy will take an active role in preparing students with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of HE, FE or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integration and independence.

The academy will ensure that it meets its duty to secure independent, impartial careers guidance for students in Years 8-13, including:

- Discussing preparation for adulthood in planning meetings with students and parents from Year 8.
- Helping students and their parents prepare for the change in legal status once a student is above compulsory academy age.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for students with SEND.
- Helping students and parents understand and explore how the support they will receive in academy 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 students with SEND to make successful transitions.

The academy's careers leader will support students with SEND to ensure they are prepared for the workplace.

32. Data and record keeping

The academy's records 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 students.
- Maintain an accurate and up-to-date register of the provision made for students with SEND.
- Show all the provisions the academy makes which is different or additional to that offered through the academy curriculum on a provision map.

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

The SEND information report will be prepared by the Local Governing Body, and will be published on the academy 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'.

All information will be kept in accordance with the academy's Records Management Policy and Data Protection Policy.

33. Confidentiality

The academy will not disclose any EHC plan without the consent of the student's parents, except for 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 academies and LAs.
- To any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Principal (or equivalent position) of the setting at which the student is intending to start their next phase of education.

The academy will adhere to the Data Protection Policy at all times.

34. Resolving disagreements

The academy is committed to resolving disagreements between students and the academy.

In carrying out of duties, the academy:

- Supports early resolution of disagreements at the local level.

- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

The academy's Complaints Procedures Policy will be published on the academy website; additionally, the academy will publish details regarding how complaints from parents of children with SEND will be handled.

In the first instance, please contact the academy's SENCo as appropriate:

| Academy | SENCo | Assistant SENCo |
|---|---|---|
| St Thomas', Stoke-on-Trent | Emma Barlow ebarlow@hanleystlukes.com | Emma Jennings ejennings@hanleystlukes.com Tavonne Johns tjohns@hanleystlukes.com |
| St Giles' and St George's Primary Academy, Newcastle- under-Lyme | Louise Fry louise.fry@stgg.org.uk | Emma Alcock emma.alcock@stgg.org.uk |
| St Thomas' Church of England Primary Academy, Wolverhampton | Lauren MacDonald lmacdonald@stmichaelsceprimary. co.uk | Therapeutic and Mental Health teacher in the Ark: Aimii Peers |
| St Peter's Collegiate Academy, Wolverhampton | Rebecca Williams rwilliams@stpetersacademy.org.uk Deputy SENCo: Eleanor Green egreen@stpetersacademy.org.uk | Raminder Johal rjohal@stpetersacademy.org.uk |
| St Regis Church of England Academy, Wolverhampton | Tom Barradas-Lingard tbarradas- lingard@stregisacademy.org | Della Appleyard dappleyard@stregisacademy.org Amelia Bagnall-Muir abagnall- muir@stregisacademy.org |
| St Thomas' Church of England Primary Academy, Kidsgrove | Kerryanne Buggy k.buggy@stthomascofeacademy.or g | Deb Cooke d.cooke@stthomascofeacademy. org |
| The King's Church of England Academy, Kidsgrove | Ashleigh Smith asmith@thekingscofeacademy.org Deputy SENCo: Amanda Nevard anevard@thekingscofeacademy.org | Joe Austerberry jausterberry@thekingscofeacade my.org |

35. Publishing information

The academy will publish information on the academy website about the implementation of this policy. The Local Governing Body will publish details of the SEND information report on the academy 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.

36. Monitoring and review

The policy is reviewed on an annual basis by the Trust Director of Safeguarding & SEND in conjunction with the Trust Board; any changes made to this policy will be communicated to all Academy 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.

The next scheduled review date for this policy is September 2026.