Special Educational Needs and Disabilities (SEND) Policy

This policy has been approved and adopted by the Christus Catholic Trust across all their academies and it will apply to all staff within the Trust.

Approved by Trust Board	November 2026
Review Date	November 2027

The schools of Christus Catholic Trust are unique and united
in partnership and service to our communities and global home.

We are:

- Uncompromising in our **ambition** to use the power of **collaboration** to ensure our pupils receive an **excellent** Catholic education.
- Have a strong culture of safeguarding in an environment where good mental health and wellbeing are nurtured.
- Have an **inclusive** approach to a high quality, **innovative**, contextualised education.
- Have high **aspirations** for all our pupils to achieve the best possible outcomes.

Contents:

1. Introduction
2. Statement of intent
3. Legal framework
4. Objectives
5. Roles and responsibilities
6. Identifying SEND
7. Safeguarding
8. SEND Support
9. Admissions
10. Transition
11. Involving pupils and parents in decision-making
12. Funding for SEND support
13. EHC needs assessments and plans
14. Reviewing EHC plans
15. Supporting successful preparation for adulthood
16. Managing complaints
17. Staff training and improving practice
18. Use of data and record keeping
19. Publishing information
20. Joint commissioning, planning and delivery
21. Local Offer
22. Monitoring and review

1. Introduction

The Christus Catholic Trust is committed to collaborative partnership - a shared method of working that helps schools develop local solutions and ensures every pupil, irrespective of need, receives the best education and has high aspirations for their own future.

Christus Catholic Trust is committed to the principle that every child belongs, participates and achieves within their local mainstream school wherever possible.

SEND forms part of a wider inclusion agenda. High-quality adaptive teaching, ordinarily available inclusive provision and removal of barriers to participation are the responsibility of all staff.

Christus Catholic Trust promotes early intervention, effective universal provision and a graduated response to need, ensuring pupils receive support at the earliest opportunity and in the least restrictive environment appropriate to their needs.
There is a coordinated approach to SEND support initiatives within our schools under the four broad areas of need:

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

The Christus Catholic Trust SEND policy, together with individual school procedures, will enable all schools in the trust to work together in a mutually beneficial way to sustain excellence in learning and teaching for students with SEND through innovation, collaboration and on-going professional development.

All schools within the Trust will publish on their website their own unique SEND Information Report in compliance with the SEND Code of Practice 2015 (6.79) and this report will be updated annually.

2. Statement of Intent

The Christus Catholic Trust schools believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. This will be achieved through inclusive approaches to a high quality, innovative, contextualised education and by having high aspirations for all our pupils to achieve the best possible outcomes.

This policy outlines the framework the individual schools will use in meeting their duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND. Through successful implementation of this policy, the schools aim to eliminate discrimination and promote equal opportunities.

The schools will work with the LA's (namely Southend-on-Sea or Essex) or equivalent, in ensuring that the following principles underpin this policy:

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

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

3. Legal Framework

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

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Amendment) Regulations 2024
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

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

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2023) 'Promoting Children and Young People's Mental Health and Wellbeing'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2026) 'Working together to improve attendance'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Data Protection Policy
- Mental Health Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy

4. Objectives

Every school in the Christus Catholic Trust is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, the individual schools will:

- Use their best endeavours to make sure that pupils with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher, who has or is working towards the SEND qualification, to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child. Schools do not need consent from parents to make SEND provision for a child, but do need to inform and work with them to support the child (SEND Code of Practice 6.2)
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
    - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
    - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
    - A SEN information report about the implementation of the school's policy for pupils with SEND.

5. Roles and Responsibilities

The Christus Catholic Trust board and local governing boards will be responsible for:

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

The headteachers of each individual school are responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.

In enacting this policy, the headteacher will:

- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the schools work effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.

- Ensure the SENCO has sufficient time and resources to carry out their functions. (Code of Practice 6.91)
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities. (Code of Practice 6.91)
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The SENCO's in each school will be responsible for:

- Collaborating with the Local Governing Committee and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Leading the strategic development of inclusive practice across the school.
- The day-to-day responsibility for the operation of this SEND policy.
- The coordination of specific provision made to support individual pupils with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated (assess – plan – do – review) approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant trustees, 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 pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Authorities Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers in each school will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil 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 pupil achieving.
- Ensuring every pupil with SEND can study the full national curriculum, where appropriate.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENCO.
- Keeping the relevant figures of authority, including the headteacher, up-to-date with any changes in behaviour, academic developments and causes of concern.

6. Identifying SEND

The Christus Catholic Trust schools recognise that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, it has a clear approach to identifying and responding to SEND as outlined in the individual school's unique SEN Information Report.

With the support of the senior leadership team and SENCO, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils 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 pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

A child may still be recognised as having special educational needs and be working at or above age-related expectations. The schools plan, manage and review 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

7. Safeguarding

The Christus Catholic Trust schools recognise that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The Christus Catholic Trust schools recognise that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

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

The headteacher, local governing board and trust board will ensure that the trust'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 pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

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

Individual school staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The term "voice of the child" refers to the real involvement of children in expressing their views, opinions, and experiences. It includes both verbal and nonverbal communication and goes beyond simply seeking their views to actively including them in decision-making processes.

Listening to and capturing the voice of the child is central to effective safeguarding practice. It's how we understand children's lived experiences, hear their views about their lives and circumstances, and take effective action to support or safeguard them. Schools will ensure that the voice of the child remains central to assessment, planning, provision and review processes.
Christus Catholic Trust recognises that gathering the voice of the child can be a complex process especially if the child is under 5 or has special or complex needs affecting the way in which they communicate. Therefore, in responding to an allegation, we will seek input and advice from independent sources (EP service, Social Care, Speech and Language therapists etc) to support us in ensuring the voice of the child is independently advocated and heard.

The trust board, local governing boards and headteachers will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

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

8. SEND Support

The Christus Catholic Trust schools are aware of their statutory duty to provide a broad and balanced curriculum and recognise that high-quality teaching, which is adapted for individual pupils, is the first step in responding to pupils who have or may have SEND.

The schools recognise that most pupils with SEND will have their needs met through high-quality adaptive teaching and the effective implementation of Ordinarily Available Provision.

Before seeking specialist assessment or additional funding, schools will demonstrate that appropriate ordinarily available provision has been implemented, reviewed and adapted through the graduated approach.

Teachers in every school will:

- Set high expectations for every pupil.
- Plan stretching work for pupils whose attainment is significantly above the expected standard.
- Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

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

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

The Local Authorities Ordinarily Available Provision guidance helps teachers plan their universal support. It includes the latest advice and guidance on what helps pupils learn. Ordinarily Available support will benefit all pupils, especially those with SEND or who are disadvantaged.

Once a pupil has been identified with SEND, the schools will employ a graduated approach to meeting the pupil's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Support will ordinarily be delivered through a continuum of provision consisting of universal, targeted and specialist support.
The process is as follows:

- **Assess:** establishing a clear assessment of the pupil's needs
- **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 pupil's progress in line with the agreed review date

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

Where, despite the individual schools having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment. A request can also be made by anyone else who thinks an assessment may be necessary, including doctors, health visitors, teachers, parents and family friends.

The individual schools will consider whether additional pastoral support and attention for pupils with SEND is required, alongside ensuring that any appropriate support for communication is in place.

The individual schools are aware that there may be pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason and that they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the challenges they have in the classroom are due to limitations in their command of English or arise from SEND.

The schools recognise the close relationship between SEND, wellbeing and attendance. Where attendance concerns arise, schools will consider whether unmet special educational needs, disability, anxiety, emotional wellbeing or other barriers to learning are contributing factors. Schools will work collaboratively with pupils, families and external agencies to identify and address barriers to attendance through a supportive and inclusive approach.

The schools recognise that positive mental health, emotional wellbeing, a sense of belonging and regular attendance are important outcomes for pupils with SEND. Provision planning will therefore consider not only academic progress but also participation, wellbeing, engagement and preparation for adulthood.

9. Admissions

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan unless Section 39(4) Children & Families Act 2014 applies:

  (a) the school or other institution requested is unsuitable for the age, ability, aptitude or special educational needs of the child or young person concerned, or

  (b) the attendance of the child or young person at the requested school or other institution would be incompatible with—

  (i) the provision of efficient education for others, or

  (ii) the efficient use of resources.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Admission for a child that has named the school in their EHC plan will be without delay.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the individual schools' websites.

10. Transition

The Christus Catholic Trust schools are aware of the importance of planning and preparing for the transitions between each phase of education and in preparation for adult life.

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

11. Involving Pupils and Parents in Decision-Making

The Christus Catholic Trust schools are 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.

Where a pupil is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO, will meet with the parents three times each year. (Code of Practice 6.65).

The planning that the individual schools implement will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.

- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

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

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

12. Funding for SEND Support

Where additional pupil needs are identified the individual schools will use their delegated funding allowance (the SEN Notional Budget) to provide early intervention support for the benefit of pupils identified with SEND.

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

The funding available for individual pupils will be explained to parents as part of the assess, plan, do, review cycle.

The DfE's Inclusive Mainstream Fund (IMF)

From September 2026 the DfE has introduced a new grant for mainstream schools, designed to help them become more inclusive and better meet the needs of pupils with SEND and additional needs before those needs escalate. Schools are provided with annual funding to improve their universal offer to all pupils, with the aim that this will lead to less demand for individual pupil support packages.

Schools must spend the funding on activity that aligns with at least one of the DfE's **7 Principles of Inclusion**:

1. Ambitious leadership and governance that embeds inclusion
2. Evidence-based support prioritising early intervention
3. High-quality adaptive teaching with a curriculum designed for all learners
4. Enriching provision beyond the classroom that all children can access
5. A safe and respectful culture fostering belonging, attendance and participation
6. Strong partnerships with families and wider services
7. Inclusive environments with continuous improvements to accessibility

Schools are expected to publish an Inclusion Strategy on their website explaining:

- The barriers to learning and participation they have identified.
- The activities they are funding.
- The costs involved.
- How those activities align with the seven principles of inclusion

Inclusion Strategies must be written and reviewed annually. The first Strategy document must be published by the 31st December 2026.

13.EHC Needs Assessments and Plans

The Christus Catholic Trust schools recognise that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils 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 pupil, 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 individual schools will meet their 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 pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs assessment. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit, without delay, any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

14.Reviewing EHC Plans

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

The individual schools 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 SEN, social care and health services.
- Seek advice and information about the pupil 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 pupils and their parents.
- Prepare and send a report, using the LA designated paperwork, 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 pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for Looked After Children, 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 pupil'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 pupil'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.

15.Supporting Successful Preparation for Adulthood

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

The individual schools will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with post 16 providers, as necessary, to help plan for any transitions.

16.Managing complaints

The Christus Catholic Trust schools will publish the Complaints Procedure Policy on their individual websites.

The individual schools are aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The individual schools, supported by the trust where necessary, 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'.

17.Staff Training and Improving Practice

The Christus Catholic Trust schools are committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the trust and the individual school's CPD and Training Policy.

Supported by the trust, the school SENCO's will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing pupils with SEND.

18. Use of Data and Record Keeping

All information about pupils will be kept in accordance with the school's Data Protection and Management Policies.

The individual 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 pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

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

Confidentiality
The individual schools will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, 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 schools, trust and LAs.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

19.Publishing information

The Christus Catholic Trust schools will publish information on the individual school websites 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 unique SEN Information Report for each school will be prepared by the SENCO and approved by the governing board and will be published on the 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'.

Christus Catholic Trust Schools SEND Information Reports can be found on the individual school websites:

Holy Cross Catholic Primary School – South Ockendon - Thurrock
www.holycrossprimary.com

St Joseph's Catholic Primary School – Stanford-le-Hope – Thurrock
www.stjosephscatholicprimaryschool.co.uk

St Mary's Catholic Primary School – Tilbury – Thurrock
www.stmarystilbury.co.uk

St Thomas of Canterbury Catholic Primary School – Grays - Thurrock
www.stthomasofcanterbury.thurrock.sch.uk

St Anne Line Catholic Infants School – Basildon – Essex
www.stannelineinfant.co.uk

St Peter's Catholic Primary School – Billericay - Essex
www.stpeterscatholicprimaryschool.co.uk

St Teresa's Catholic Primary School – Basildon – Essex
www.st-teresasrc.essex.sch.uk

20. Joint Commissioning, Planning and Delivery

The Christus Catholic Trust schools will work closely with local education, health and social care services to ensure pupils get the right support.

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

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

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

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

Where pupils 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.

21.Local Offer and SENDIASS

The Christus Catholic Trust and the local governing boards will collaborate with and support the LA's in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the schools will work with LAs, parents and pupils in developing and reviewing the Local Offer. The schools will also cooperate with those providing services.
- **Accessible:** The schools 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

pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.

- **Comprehensive:** The schools will help to ensure that parents and pupils 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 schools 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 schools will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

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

SENDIASS stands for Special Educational Needs and Disability Information Advice and Support Service. It is a free, impartial, and confidential service that provides information, advice, and support to children and young people with special educational needs and disabilities (SEND), and their parents and carers. Every local authority in England is required to provide a SENDIASS service.

Essex Local Offer
Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer

Essex SENDIASS Service
Essex SEND - Information, Advice and Support Service (essexsendiass.co.uk)

Thurrock Local Offer
Welcome to the Thurrock SEND Local Offer | Ask Thurrock

Thurrock SENDIASS Service (Parent Advisory Team Thurrock)
www.patt.org.uk

22. Monitoring and Review

The policy is reviewed on an **annual** basis by the Christus Catholic Trust in conjunction with the local governing boards and all school staff; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

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

The next scheduled review date for this policy is July 2026