



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

January 2023

(Adapted from United Learning SEND Policy)

At Hill View School the individuality of our children is valued and we are committed to giving every child the opportunity to achieve their potential. This policy is in line with our *Teaching & Learning Policy* and our *United Learning Equality Guidelines* to help us achieve this. It aims to support inclusion for all of our pupils. The policy covers all statutory elements and focuses on maintaining the highest expectations for all pupils and bringing out the 'best from everyone'. Each child's needs are considered when planning and teaching and a broad and balanced curriculum is provided for all. This is true for all children at Hill View School regardless of age, gender, ethnicity, background, attainment or Special Educational Need or Disability (SEND). Teachers at Hill View take account of individual's needs and plan extra provision, where necessary, to support their learning.

This policy was developed in consultation with parents/carers, staff and pupils and has regard to:

- *The SEND Code of Practice: 0-25 years – 2015*
- *Part 3 of the Children and Families Act 2014 and associated regulations.*

This Policy should be read in conjunction with the SEND Information Report which can be found on the school's website and is updated annually.

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our pupils. The responsibility for the management of this policy falls to the Head of School, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). The Governing Body, the Head of School and the SENCO will work closely to ensure that this policy is working effectively.

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1. Rationale

The United Learning Trust is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.

High quality teaching which is adapted to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something **additional to** and **different from** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEN Support*. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Hill View School will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

2. Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEND gets the support they need.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of pupils identifies as SEN Support.
- To appoint a teacher responsible for the coordination of SEND provision (SENCO) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.

- To ensure that all students with SEND are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the *Supporting Pupils with Medical Needs Policy* make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

3. Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.
- It is important to note that a pupil who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for but we identify the needs of the whole pupil in order to establish what provision is required to meet their need, not just by the category in which they are placed. Hill View School will take into account pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Hill View School will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a pupil's progress, despite support and high quality teaching, the class teacher will seek advice from the SENCO. They will then assess if a pupil has a significant learning difficulty and agree appropriate support. Hill View School refers to Local Authority guidance '*Oxfordshire Guidance for Special*

Educational Needs (SEN) Support (Sept 2020) for clarification and support if they believe a child may have SEND. The equivalent document for children in Early Years is used for children who may have SEND in Nursery and Foundation Stage.

Where a pupil is identified as having SEND, the SENCO and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.

The school will notify the parents immediately that SEND Support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year) with the parents, the child and teacher at Pupil Progress Meetings.

For more details, please see the [Hill View School SEND Information Report 2022-2023](#).

4. The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEND support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: Parents/carers, with their child, will meet with the class teacher and the SENCO to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

5. SEND Provision

Hill View School strives to provide an inclusive education, engendering a sense of community and belonging through its:

- inclusive ethos;
- broad and balanced curriculum for all pupils;
- systems for early identification of barriers to learning and participation; and
- high expectations and suitable targets for all children.

For more details, please see the [Hill View School SEND Information Report 2022-2023](#). The provision offered to pupils requiring SEND Support will differ from pupil to pupil. They may include:

- an individual learning programme
- a bespoke timetable
- evidence based interventions (Phonics Tuition, Precision Teaching, Numbersense etc.)
- additional support from another adult
- different materials, resources or equipment
- working within a small group
- use of alternative technologies

- peer-to-peer support
- personal care support
- access to Sensory Room, Rainbow Room or Place2Be Counsellor

Statutory Assessment of Needs (EHCP)

A small number of pupils whose needs are complex and long term, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Hill View School will follow Oxfordshire local authority's guidance for this process and involve parents/carers and the child from the beginning. For more information see the [Oxfordshire Local Offer](#).

6. Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs. Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

7. Supporting Pupils and Families

Hill View School believes that good communication between parents/carers and staff is essential so that parents can share their knowledge and expertise about their child. This is important in enabling children with SEND to achieve their potential. Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at Parents Evenings and Special Needs Review meetings.

Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents so they may use it if they wish, and information is available for parents of children with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

More information about the support offered to parents/carers from our local authority can be found within the [Oxfordshire Local Offer](#).

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Supporting pupils with medical conditions

Where children with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with their healthcare plan (see our *Supporting Pupils with Medical Needs Policy*).

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

Partnership with External Agencies

Hill View School is supported by a wide range of different agencies and teams. The [Hill View School SEND Information Report 2022-2023](#) details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Hill View School we do our best to ensure that those pupils who require access arrangements receive them. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the awarding bodies. A child may qualify for a reader, planned breaks or specialist Access Arrangements. These will be discussed with parents before end of Key Stage assessments. See the [Hill View School SEND Information Report 2022-2023](#) for more details.

Transition Arrangements

The SENCo, class teachers and Headteacher liaise over the internal transfer of pupils with SEND. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

If a child joins Hill View School part way through their Early Years Foundation Stage or Primary school career, their previous setting will be contacted to request historical SEND records. These will be examined by the SENCo and the class teacher before outcomes are planned for, alongside the parents/carers and child. The SENCo will often call the other school directly for further information.

For any child transferring away from Hill View School during their Early Years Foundation Stage or Primary school career, a summary sheet detailing assessment data and relevant information is passed on to the new school. For any child with recognised SEND, records will be passed on, by hand where possible or via recorded delivery, to the new school as soon as possible. For children with any serious records of concern or any Safeguarding history, the Welfare Manager will call the new school to discuss the history. Paperwork is handed over in the same method as above.

Early Years Foundation Stage staff meet with parents of all enrolled pupils before they start school, as well as the children. For children who are already recognised as having SEND, the SENCo meets with parents and staff from partner nursery schools prior to pupil starting school. It is normal for the Early Years Special Educational Needs Inclusion Teacher (EYSENIT) to attend these meetings. Relevant paperwork is usually transferred during these

meetings. If any particular transition arrangements are required, a plan will be drawn up following this meeting (for example, a programme of additional visits).

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for at least a day. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged with staff at the new school. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. Additional transition arrangements are made, where possible, for vulnerable pupils which is likely to include some of those with SEND.

For Year 6 pupils with Education, Health and Care Plans, these should be amended in the light of recommendations of the Annual Review in the spring term in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of pupils with Education, Health and Care Plans where the particular school has been named.

See the [Hill View School SEND Information Report 2022-2023](#) for more details.

8. Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head of School and SENCO, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare a SEND information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.
- The SEND Governor meets with the SENCO to support the monitoring of SEND policy and procedures at least once per term. They report back to the full governing body.

The Head of School

The Head of School has responsibility for the day-to-day management of all aspects of the school’s work, including provision for pupils with special educational needs. The Head of School will keep the Governing Body fully informed on Special Educational Needs issues. The Head of School will work closely with the SENCO and the Governor with responsibility for SEND.

In collaboration with the Head of School and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCO

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEND Support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEND CPD for all staff.
- Managing the Inclusion Support Team.
- Working with the Early Years SEND Leader to create a smooth transition package into Year 1 for children with SEND.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the Head of School and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The Early Years SEND Lead

The principle responsibilities for the EY SEND Lead include:

- Overseeing the records of all pupils with special educational needs in Nursery and Foundation Stage and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs in Nursery and Foundation Stage.
- Contributing to the in-service training of staff in Nursery and Foundation Stage.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, EYSENITs, health and social care professionals and independent or voluntary bodies.
- Monitoring the impact of interventions provided for pupils with SEND in Nursery and Foundation Stage.

- To lead on the development of high quality SEND provision in Nursery and Foundation Stage as an integral part of the school improvement plan.
- Working with the Head of School and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements in Nursery and Foundation Stage.
- The EY SEND Leader works alongside the SENCO to oversee the day-to-day operation of the SEND policy in Nursery and Foundation Stage.
- The EY SEND Leader liaises with the SENCO to ensure children with SEND and their parents/carers are informed about Key Stage 1 provisions, resources and interventions and a smooth transition is planned.
- See the [Hill View School SEND Information Report 2022-2023](#) for more details on Early Years SEND.

The Inclusion Support Team

- The High Level Needs Consultant works with school staff to support the additional provision, resources and bespoke curriculum/timetabling.
- The High Level Needs Consultant plans and/or delivers specialist interventions to children with High Levels of Need so that they can successfully achieve in their class; academically and socially.
- The Nurture Lead works with school staff to support the Social, Emotional and Mental Health (SEMH) needs of children from Years 1-6. The aim is to help children with SEND to function and flourish personally and socially, inside the classroom and outside of it.
- The Nurture Lead works with children to deliver additional intervention, provision and resources in The Rainbow Room (Y3-6) or Nurture Group (Y1-2)
- The Communication & Interaction (C&I) Teaching Assistant works with school staff to support the C&I needs of children from Years 1-6. The aim is to help children with SEND to function and flourish academically, personally and socially, inside the classroom and outside of it.
- The C&I Teaching Assistant works with children to deliver additional intervention, provision and resources in class or in small groups outside of their lessons.
- The Inclusion Support Team work alongside the Welfare & Safeguarding Leads and the Community Engagement Lead to support the whole child and their family as needed. The aim is to help children with SEND to feel safe and healthy and feel able to access their opportunities and support in school.
- See the [Hill View School SEND Information Report 2022-2023](#) for more details on the provisions and interventions this team may offer as appropriate.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, adapting for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable targets, learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- The identification of SEND is built into the teacher's monitoring of the progress and development of pupils, with notes made on their Edukey Passport. Children with SEND also have a SEND Plan which is updated regularly and provides an overview of a child, their strengths, difficulties and strategies in place.

- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their plans for every lesson.
- Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class.
- Class teachers will deploy additional adults in their classroom according to need. When working with SEND, teachers will plan meaningful activities for additional adults based on the child's targets. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Teaching assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

9. Training and Development

Training needs are identified in response to the needs of all pupils. All staff are trained in trauma-informed practice and The Principles of Nurture. We have a number of staff who along outside agencies with specific training in Counselling, Child Psychology, Speech & Language, Specific Learning Difficulties, ASD, Physiotherapy, Numbersense, Phonics Tuition and other bespoke programmes for support in all broad areas of SEND.

All Teaching Assistants are invited to all training.

The whole school attends training sessions led by the SENCO at least once per term, who also offers optional training in specific areas of needs through twilight and drop in sessions.

All members of teaching staff discuss the progress of all pupils at least once a term with Subject Leaders and their Phase Leader. Subject Leaders and Assistant Headteachers monitor progress data and the support and provision that is being offered to children with SEND alongside the SENCO.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance.

10. Funding

All schools in Oxfordshire receive funding for pupils with SEND in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the SENCo.
- The notional SEND budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with Education, Health and Care Plans.

Hill View School, as part of normal budget planning, have a strategic approach to using resources to support the progress of pupils with SEND. Additional support for any child will be provided by the school, up to the nationally prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding and an application to the Local Authority will be made for top-up funding or an Educational Health and Care Plan as appropriate.

11. Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual pupil's needs. Pupil SEND files are kept in a locked filing cabinet and all electronic information is stored on the school's password-protected and GDPR compliant Edukey and/or Arbor system. The storage and use of data is in compliance with our *Data Sharing Policy and Procedure*.

12. Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's *Complaints Policy*.

If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school, through SENDIASS. This includes access to mediation before tribunal. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

13. Admissions

No pupil will be refused admission to school on the basis of their special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

14. Context and Monitoring of Policy

The implementation of this policy will be monitored by the SEND Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised if necessary during the annual cycle.

The school recognises that some children, especially those with SEND, may be at increased risk of discrimination or maltreatment and takes special consideration for the welfare of these pupils. This policy supports and complements Hill View's Safeguarding and Equality policies to ensure the school takes all necessary steps to protect the welfare of all children in our care.

A copy of this policy is included in Hill View School's Safeguarding and Equality Portfolios which are held in the staff room, a hard copy is available on request from the school office. They can be viewed at any time through the school website. www.hillview-school.co.uk

Context
This policy was developed in consultation with parents/carers, staff and pupils and has regard to: <ul style="list-style-type: none">• The SEND Code of Practice: 0-25 years – 2015• Part 3 of the Children and Families Act 2014 and associated regulations• EEF Guidance, SEN in Mainstream Schools, March, 2020

- [Oxfordshire Guidance and Policies for SEND](#)

Executive Principal: Mrs Claire Ferens

Head of School: Mrs Stephanie Rowett

Governor with responsibility for SEND: Mrs Natalie van Rooyen

SENCO: Ms Emma Jeavons

SENCO Qualifications: NASENCO (2020) and DSL; SENCO is a member of SLT

EY SEND Lead: Mrs Sarah Gavaghan

This policy will be reviewed annually

Agreed by Governing Body: January 2023

Review date: January 2024