Special Educational Needs and Disability Policy

Approved by:	Full Governing body
Last reviewed:	September 2026
Next review due by:	September 2027

Contents

1. Statement of intent
2. Legal framework
3. Identifying SEND
4. Definition
5. Children with specific circumstances
6. Objectives
7. Admissions
8. Roles and responsibilities
9. Involving pupils and parents/carers in decision-making
10. Joint commissioning, planning and delivery
11. Funding
12. Local Offer
13. Graduated approach
14. Assessment
15. Education health care (EHC) plans
16. Reviewing an EHC plan
17. Transferring between different phases of education
18. SEND tribunal
19. Supporting successful preparation for adulthood
20. Data and record keeping
21. Confidentiality
22. Resolving disagreements
23. Publishing information
24. Monitoring and review

1. Statement of intent

This policy outlines the framework for Coquet Community School to meet its duty and obligation to provide a high-quality education to all of its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

At Coquet Community School we have three core values:

- Be Kind
- Work Hard
- Aim high

These values are central to our SEND provision at CCS. Through successful implementation of this SEND policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities, including equal access to our curriculum offer
- Support all pupils with SEND needs to overcome their barriers to learning and make progress from their starting points (academic, social and academic progress)
- Foster good relationships between pupils with SEND and pupils without SEND.
- Support our pupils to be successful post 16/18 and effectively prepare them for adulthood.

Coquet Community School will work with the Local Authority (LA), Northumberland County Council, within the following principles which underpin this policy:

- The involvement of children, parents/carers and young people in decision-making
- The identification of children's and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents/carers over their support
- Successful preparation for adulthood, including independent living and employment

2. Legal framework

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

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

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

- DfE (2020) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2017) ‘Supporting pupils at school with medical conditions’
- DfE (2025) ‘Keeping children safe in education’
- DfE (2025) ‘Working together to safeguard children’
- DfE (2022) ‘School admissions code’

3. Identifying SEND

Coquet Community School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision to improve long-term outcomes for the pupil.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil’s previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.
- Difficulties with emotional regulation which is not typical of the age or stage of the child.

Referrals can also be made by parents or the pupils themselves. There is a parental referral form on the school website so parents can email concerns directly to the SENDCO otherwise parents can contact the SENDCO using the contact details on the website.

4. Definition

4.1 For the purpose of this policy, a pupil is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

4.2 Under the Equality Act 2010, a disability is:

a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.[1]

4.3 Areas of Need

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for. Coquet Community School reviews how well equipped we are to provide support across these areas:

4.3.1 Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty

[1] Equality Act 2010, section 6 (1)

saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism (ASC) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, empathy and imagination, which can impact on how they relate to others.

4.3.2 Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

4.3.3 Social, emotion and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive behaviour or difficulties engaging in the school environment. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

CCS looks at the profile of every child with an SEMH need and provides the appropriate support. Our behaviour policy has been developed to support children with SEMH. It provides clarity and consistency yet the flexibility to respond to each child’s specific needs.

4.3.4 Sensory or physical needs

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEN.

These conditions can be age-related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

4.4 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

5. Children with specific circumstances

5.1 Looked after children

Children at the school 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 school recognises that children that have some form of SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

Coquet Community School has a designated member of staff for looked after children (LAC), this is the SENDCO, Mrs Grey.

5.2 English as an Additional Language (EAL)

The school gives particular care to the identification and assessment of the SEND of children whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school makes full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

Coquet Community School appreciates that a lack of competence in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress, it should not be assumed that their language status is the only reason; they may have learning difficulties. The school looks carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

6. Objectives

Coquet Community School plans to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the SEND Code of Practice.
- To monitor the progress of all pupils in order to aid the earliest possible identification of SEND.

7. Admissions

The school will ensure it meets its duties under the School Admissions Code by:

- Not refusing admission for a child that has named the school in their education, health and care (EHC) plan.
- Considering applications from parents of children who have SEND but do not have an EHC plan.

- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child on the grounds that they do not have an EHC plan.
- Adopting fair practices and arrangements in accordance with the School Admissions Code for the admission of children without an EHC plan.

Arrangements for the fair admissions of pupils with SEND are outlined in the **Admissions Policy** and will be published on the Local Authority website.

8. Roles and responsibilities

The CCS SENDCO is Jane Grey.

8.1 The governing body has a responsibility to:

- Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them.
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
- Endeavour to secure the special educational provision called for by a pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENDCO) and have responsibility for coordinating provision for pupils with SEND.
- Appoint a designated teacher for looked after children, where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND, and the school's accessibility plan. (SEN Information report can be found on the school's website)
- Develop complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND**.** The CCS SEND governor is Fiona Nicholls.
- Prepare the SEN information report and publish it on the website.

8.2 The headteacher has a responsibility to:

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupil's progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.

- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated teacher for looked after children, who will work closely with the SENDCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure the needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the child.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

8.3 The SENDCO has a responsibility to:

- Be a qualified teacher.
- Achieve the National Professional Qualification for SEND within three years of appointment, where they have not previously acted as SENDCO at another school for longer than 12 months.
- Collaborate with the governing body and headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a one-page profile of the pupils with SEND (at CCS we refer to this as a pupil passport)
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies, including SEND charities.

- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up to date.
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupils do not have an EHC plan.
- Identify any patterns in the identification of SEND within the school and in comparison, with national data.
- Support class/subject teachers in the further assessment of a pupil's particular strengths and weaknesses and advise on effective implementation of support.
- Ensure that relevant training is delivered to staff through whole school CPD, subject specific training or bespoke training where individual staff are identified as needing support. At times liaison with external agencies will be organised to support and deliver training in school where appropriate. Training records are available in staff CPD logs.

8.4 Class/subject teachers have a responsibility to:

- To read pupils' pupil passports and know their needs well.
- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCO and, where appropriate, the pupils themselves.
- Have high expectations for every pupil and teach them the full curriculum, whatever their prior attainment.
- Teachers teach to the top and scaffold learning so that pupils with SEND can access the learning alongside their non-SEND peers.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.
- Through thorough planning and excellent subject knowledge, plan opportunities for SEND children to regularly review their learning so that teaching has a lasting impact.
- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupil with SEND they are working with.
- Keep the relevant members of staff up to date with any changes in behaviour, academic developments and causes of concern. These key members of staff could include PSOs, Directors, Assistant SENDCO, Keyworker and the SENDCO.
- Engage in and implement any relevant training required to support pupils with SEN needs.

9. Involving pupils and parents/carers in decision-making

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the form tutors, subject teachers, PSOs and SENDCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents/carers will always be formally notified when the school provides their child with SEND support. Parents will receive a letter from the Inclusion Admin Officer, Rebecca Biggs.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the pupil is involved.

The planning that Coquet Community School implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- Focus on the pupils as an individual, not their SEND label.
- Be easy for children, young people and their parents/carers to understand and use 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 future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, subject teacher or Higher Level Teaching Assistant/ Assistant SENDCO supported by the SENDCO, will meet with pupils, and parents/carers of children receiving SEND support three times a year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

10. Joint commissioning, planning and delivery

Coquet Community School is committed to ensuring that pupils with SEND are able to achieve their ambitions and the best possible educational outcomes, as well as other such as securing employment and living as independently as possible; preparation for adulthood is very important at CCS. The school works closely with local education, health and social care services to ensure pupils get the right support.

Coquet Community School assists 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).

Where available, Coquet Community School will draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, 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 children with SEND.
- An analysis of local challenges/sources of health inequalities.

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

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified prior to school entry.

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

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

11. Funding

Coquet Community School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the Local Offer for the SEND provision of its pupils.

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

12. Local Offer

In the developing and reviewing the Local Offer the school will adopt the following approach:

12.1 Collaborative

The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school must also co-operate with those providing services.

12.2 Accessible

The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils' and parents' needs (for example by broad age group or type of special educational provision). It will be well signposted and well publicised.

12.3 Comprehensive

Parents and pupils will know 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 Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

12.4 Up to date

When parents and pupils access the Local Offer, it is important that the information is up-to-date.

13. Graduated approach

Once a potential SEND has been identified, the school will employ the graduated approach to meeting the child's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents/carers, 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 SENDCO.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

14. Assessment

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

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

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

The school will gather advice from relevant professionals about the pupil 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 pupils with SEND, the school will:

- Base decisions on the insight of the pupil and their parents/carers.
- Set pupil relevant and stretching targets which are focused on supporting the child to achieve their aspirations.
- Track their progress towards these goals.
- Review additional or different provision made for them.
- Promote positive personal and social development outcomes.
- Promote preparation for adulthood opportunities
- 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, pupils' needs will be defined under the SEND Code of Practice broad areas of need:

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

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

15. Education health care (EHC) plans

The school will fully cooperate with the LA when research about the pupil is being conducted.

The school will provide the LA with any information or evidence needed.

All relevant teachers will be involved in contributing information to the LA.

If the school decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision.

The school will meet its duty to provide parents/carers or the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

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

The school will admit any child that names the school in an EHC plan or EHC needs assessment process.

The school 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.

All reasonable provisions will be taken by the school to provide a high standard of education.

Relevant staff members will keep up to date with any necessary training.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.

The school will ensure that each pupil's EHC plan includes the statutory sections outlined in the SEND Code of Practice, labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.

Thereafter, the governing body or headteacher will request the LA to conduct a re-assessment of a pupil 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 school will ensure that any EHC plan information is kept confidential and on a need-to-know basis.

Information regarding a pupil's EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.

The school will take steps to ensure that pupil and parents/carers are actively supported in developing and reviewing EHC plans.

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

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

The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

16. Reviewing an EHC plan

Coquet Community School will:

- Cooperate 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/carers involved at all times.

- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- 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.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents/carers 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 pupil that they have the right to appeal the decisions made in regard to the EHC plan.

17. Transferring between different phases of education

An EHC plan must be reviewed and amended in sufficient time prior to pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

The key transfers are the following:

- Primary school to secondary school
- Secondary to post 16

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

18. SEND tribunal

Disagreements and Complaints regarding SEND Provision

All disagreements regarding SEND provision will be addressed as quickly as possible to ensure the pupil’s education is not adversely affected.

- School Provision Concerns: Where parents/carers have concerns about the SEND support or provision provided by the school, these should be raised initially with the SENCO or Headteacher informally. If unresolved, concerns will be addressed through the school's formal Complaints Policy.
- EHC Plans & LA Duties: Disagreements regarding an Education, Health and Care (EHC) Plan assessment, which cannot be resolved through usual school procedures, including contents, or named placement, are matters between the parent/carer (or young person) and the Local Authority (LA). Parents/carers have a statutory right to access independent Mediation and the First-tier Tribunal (Special Educational Needs and Disability).
- Disagreement Resolution: The school will inform parents/carers of the LA’s independent SEND Information, Advice and Support Service (SENDIASS) and local Disagreement Resolution services.
- Cooperation: The school will fully cooperate with the LA, parents/carers, and the SEND Tribunal by providing all relevant evidence, documentation, and representation required.

19. Supporting successful preparation for adulthood

At CCS pupils are supported to think about preparation for adulthood from year 7. This will include thinking about the skills they need to be successful in adulthood as well as their hopes and dreams. A pupil's aspirations are recorded on their target sheet as a basis of their targets.

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

The school will engage with other secondary schools and FE providers, as necessary, to help plan for any transitions.

The school will transfer all relevant information about pupils to any educational institution that they are transferring to.

If a pupil has been excluded, the school 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 school's Exclusion Policy.

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

The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of higher education or employment, taking responsibility for their health, where they will live, their relationships, their finances, social communication and independence.

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

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

20. Data and record keeping

The school 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 pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.

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

The SEN information report will be prepared by the SENDCO and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the SEND Code of Practice 2015.

21. Confidentiality

Education, Health and Care (EHC) Plans and SEND records are treated as confidential information under UK GDPR, the Data Protection Act 2018, and Regulation 17 of the SEND Regulations 2014.

Operational Sharing: EHC plans and SEND information will be shared on a 'need-to-know' basis with school staff, health services, and social care professionals directly involved in planning, delivering, or assessing the pupil's provision.

Rights of Young People (Age 16+): Upon reaching Post-16 age, rights regarding information sharing and consent transfer directly to the young person, unless they lack capacity under the Mental Capacity Act 2005.

External Disclosures: The school will not disclose an EHC plan to third parties without the consent of the parent/carer (or young person), except where permitted or required by law, including:

- Next Education Providers: To the headteacher/principal of an institution the pupil intends to attend for their next phase of education or training.
- Local Authority & Tribunal: To the Local Authority (LA) for statutory review purposes, or to the First-tier Tribunal (SEND) during an appeal.
- Safeguarding & Welfare: To statutory agencies under the Children Act 1989 to safeguard and promote child welfare.
- Legal & Regulatory Obligations: To Ofsted inspection teams, court orders regarding criminal proceedings, the Local Government and Social Care Ombudsman (investigations of maladministration), or the Secretary of State under the Education Act 1996.
- Higher & Further Education Funding: To bodies processing applications for Disabled Students' Allowance (DSA) or post-16 support funding.

22. Resolving disagreements

Coquet Community School is committed to resolving disagreements between pupils and the school. In carrying out our duties we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Complaints Policy which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

23. Publishing information

The school will publish information on our website about the implementation of the SEND Policy.

The governing body will publish details of the SEN Information Report on the 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.

24. Monitoring and review

The policy is reviewed on an annual basis by the SENDCO and headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff.

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