



## Special Educational Needs and Disabilities Policy

<b>Policy:</b>	SEND Policy
<b>Approved by:</b>	Governing Body
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**VERSION CONTROL**

<b>VERSION</b>	<b>DATE</b>	<b>AUTHOR</b>	<b>CHANGES</b>
	Spring 23	C Sambrook	Strengthened links to school vision and core values Strengthen clarification of roles and responsibilities.
	January 25	J Bailey	Policy re-written

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## **1. Rationale**

At St Mary's Church of England Primary School, we believe that every child is a precious gift from God where each child is special and unique. Children are at the heart of every decision we make here at St Mary's and it is our mission for all our children to love, learn and flourish.

At St Mary's C of E Primary School we believe that all children are individuals with their own interests, qualities and needs. We believe that all children are entitled to an education that enables them to achieve their best, become confident individuals living life in all its fullness, and make a successful transition into adulthood.

This policy outlines the framework for St Mary's 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.

Through successful implementation of this policy, the school aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

St Mary's Church of England Primary School will work with the LA 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 and early identification to support them.
- 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. Identifying SEND**

St Mary's recognises 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 school's SEN Information Report.

As a school we use a range of assessments and information from a variety of sources to determine where support is required. With the support of the SLT, classroom teachers will take part in regular pupil progress meetings, where assessments and professional knowledge of the child are used, 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

Teachers, alongside the SENCO and SLT will consider approaches to close attainment gaps and to support pupils to make accelerated progress through targeted interventions, using

the graduated approach. Where interventions are not enabling pupils to close the gap identified, a meeting will be held with parents/carers to consider whether the child may require support that is additional to and different from what is being offered and therefore a special education need is identified.

### **3. Definitions**

As a school we adopt the statement taken from the statutory guidance within the Code of Practice for Special Educational Needs and Disability January 2015 which states '*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*' Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

Where a pupil is identified as having a special educational need or disability their broad area of need can be categorised into one of the following:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional or Mental Health
- Sensory or physical needs

At St Mary's, we recognise that there are some groups of pupils who are more vulnerable and require careful monitoring to ensure any special educational needs are identified promptly and efficiently. These include; looked after children (LAC) and children with English as an additional language (EAL). We seek to take advice from a variety of outside professionals such as the Educational Psychology service to ensure that we identify these needs early and put measures in place to support all our pupils.

### **4. Admission Arrangements**

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.
- 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.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

Prior to admission, parents with a child who may have additional needs are encouraged to meet with the SENCO to discuss the provision that may be required to meet the child's needs.

## **5. Transition**

At St Mary's we are aware of the importance of planning and preparing for the transitions between phases of education and preparations for adult life. Where pupils have EHC plans, these will be reviewed and amended in sufficient time prior to moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

Pupils identified on the schools SEND register will be highlighted in relation to transition to other schools/settings. St Mary's works closely with the feeder Secondary School to ensure the smooth transition and where necessary additional arrangements are made. Where children move to a different primary school or to a secondary school that is not a usual feeder school, the school will ensure effective transitions are in place to support the pupil and the new school in having all the information and support they need to make the transition successful and seamless.

Teachers will consider transitions at every step of a child's journey in school. Teaching staff, support staff and the SENCO will ensure that information is passed to new teachers as they move classes and where needed, transition plans are put into place to ensure the process of moving classes/groups/schools is as smooth as possible.

## **6. Supporting successful preparation for adulthood**

The school is 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.

The school 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 secondary schools, as necessary, to help plan for any transitions

## **7. Early Years Foundation Stage**

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. The school has arrangements in place to support EYFS pupils with SEND. St Mary's C of E School ensures all staff who work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents' express concerns about their child's development.

At St Mary's we ensure that all staff working with young children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves
- Monitor and review the progress and development of all children throughout the early years
- Use its best endeavours to make sure that a child with SEND gets the support they need
- Ensure that children with SEND engage in the activities of school alongside children who do not have SEND
- Provide information for parents on how it supports children with SEND
- Follow a graduated approach to assessing, planning, implementing and reviewing provision and progress. Assess – plan – do – review
- Work alongside the SENCO to gain advice and support regarding any concerns

## **8. Roles and Responsibilities**

Governors:

- Ensure the school has a designated SENCO who has completed the National Award for Special Education Needs Co-ordination (NASENCO)
- Ensure the school meets its duties in relation to supporting pupils with SEND
- Ensure this policy is implemented fairly and consistently across the school
- Appoint a named SEND governor who will take a lead role in analysing and reporting how the school implements the policies and procedures

Headteacher: - Mrs J Bailey:

The headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience for all pupils, including pupils with SEND.

- 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 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 pupils' progress during the course of the academic year.
- Provide the SENCO 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.
- 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 procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs of pupils, providing support and adaptations where appropriate
- Work closely with the SENCO to ensure the provision for Special Educational Needs is sufficient and meets the needs of pupils identified.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice

SENCO – Mrs Bailey

Our SENCO has Qualified Teacher Status and has obtained the NASENCO award necessary to carry out the role. The SENCO will:

- 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.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- 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 early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies as required.
- 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.
- 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.
- Oversee the record keeping of all pupils with SEND
- Inform the parents/carers of pupils with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND within the school and in comparison with national data.

Class Teacher:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- 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 access the full national curriculum appropriately to their needs.
- 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 pupils with SEND they are working with.
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern.
- Understand the implementing strategies to identify and support vulnerable pupils, with the support of the SENCO

- Ensure records for pupils with SEND are kept up to date such as provision maps, pupil targets and intervention records and are reviewed on a termly basis or sooner if required.

## **9. Working in partnership with parents/carers**

St Mary's C of E Primary School believes that a close working relationship with parents/carers is vital in order to ensure:

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through parents' evenings and regular review meetings with the class teacher. We work with parents and pupils to provide communication on a regular basis that is right for the individual child and family. Where a child has been identified as accessing SEN support, reviews for pupils with SEN will take place termly to assess and review the provision.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEND to the local authorities 'Ask Us' service where specific advice, guidance and support may be required. Parents and carers | Ask Us Nottinghamshire ([askusnotts.org.uk](http://askusnotts.org.uk)) If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor may be contacted at any time in relation to SEND matters.

## **10. Allocation of resources for pupils with SEND**

Schools have an amount identified within their overall budget called the notional SEN budget to be used, along with funding from the whole of its budget, to provide additional to or different from provision for SEND pupils within the school. Some Pupils with SEND require support in addition to this and may be eligible to access additional funding for school provision. This additional funding is from a budget which is devolved to and moderated by the Family of Schools (AFN- Additional Needs Funding). The allocation of this is moderated by the SENCOs within the family of schools ensuring that the school application matches the criteria for the child's area of need as laid out by Nottinghamshire Local Authority.

For those children with the most complex needs the school must apply for HLN (Higher Level Needs) funding which is retained by the local authority. The application is made by the school SENCO in conjunction with the family SENCO, who will then refer individual applications to a multi-agency panel, which is administered by the Local Authority. The Local Authority will determine whether the level and complexity of need meets the threshold for this funding.

Additional resources and funding within school are co-ordinated and allocated by the school's Senior Leadership Team (Headteacher, office manager and SENCO).

## **11. Facilities for pupils with SEND**

St Mary's seeks to provide suitable and relevant provision for the needs identified for all pupils. We use a variety of resources available to school to assess, plan and deliver support. The school provides the Local Authority with information about the facilities they offer which is added to their website <http://www.nottshelpyourself.org.uk>. This brings together helpful and useful information for children and young people with special educational needs and disabilities (SEND), from birth to 25 years, and their families. Families who would like additional information, support and advice for parents and carers of children with special educational needs can access the site [www.askusnotts.org.uk](http://www.askusnotts.org.uk).

## **12. Graduated Response**

A graduated response is used to highlight when pupils may require support that is additional to or different from what is provided as our standard provision. The following outlines the process of our graduated response in school.

Quality First Teaching – High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adaptations to learning that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEND list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

## **SEND Support**

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the pupil's file. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do

- Review

This is an ongoing cycle (Graduated Approach) which enables the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents, the pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising on the implementation of effective support will be provided by the SENCO.

### **Review**

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

## **13. Referral for an Education, Health and Care Plan (EHCP)**

If a child has lifelong or significant difficulties requiring more specialist provision, they may undergo a statutory assessment process where a decision may be made to provide the pupil with an EHCP. This process is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of

the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals
- Other specialist professionals

Information will be gathered by the ICDS (Integrated Children's Disability Team). Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to the ICDS (Integrated Children's Disability Team) on **0115 8041275** or by contacting the 'Ask Us' Service on:  
**0800 121 7772**

### ***Education, Health and Care Plans [EHC Plan]***

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### **14. Access to the curriculum, information and associated services**

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

At St Mary's C of E School we will;

- Keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Provide regular training and learning opportunities for staff on the subject of SEND and SEND teaching. Staff will be kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

- Use in-class provisions and support effectively to ensure that the curriculum is adapted where necessary.
- Ensure any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.
- Work alongside the pupil and parents to ensure they are fully informed of the support at every stage.

### **15. Inclusion of pupils with SEND**

The Headteacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed by the Headteacher, and SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings' and other agencies such as the Sherwood Area Partnership (SAP), speech and language (SALT) or healthy family team (HFT). These are an opportunity for professionals to support the school with the needs of pupils, provide advice or offer a support package where needed.

### **16. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This will take place through SEND review meetings with parents and staff.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. We will review the impact of the provision for pupils with SEND through review meetings where the provision maps, targets and progress will be evaluated.

Individual intervention programmes will be assessed regularly by the SENCO to evaluate their effectiveness. Intervention programmes run for approximately 6 weeks. Where a pupil has not progressed in this time and additional support is needed the SENCO will contact the teacher and parents to discuss the next stage with support.

An annual formal evaluation of the effectiveness of the school SEN provision and policy takes place in July each year. The evaluation is carried out by the SENCO and the information is presented to governors in the form of an annual SEN report. Information is gathered from different sources such as child and parent surveys, teacher and staff surveys, consultation evenings and feedback from outside agencies. This report is used to help inform school development and improvement planning.

### **17. Training and Professional Development**

We are committed to keeping all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Some of the ways in which the school accesses CPD are as follows:

- Training days within the family of schools for the SENCO
- Springboard meetings termly for the SENCO
- Induction training to SEND procedures for new members of staff
- Accessing relevant CPD through the local Authority, SEND inclusion service and teaching school alliances.
- Training delivered on site disseminated via the SENCO

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and we allocate funding to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through staff's own professional development targets.

### **18. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents.

The following are some of the services that will be involved as and when is necessary:

- Early Years support service
- SEND inclusion services
- Primary disability service (PDSS)
- Speech and language therapy services - SALT
- Health / medical professionals
- Educational Psychologists
- SAP – Sherwood Area Partnership
- CAMHS – Child and Adolescent Mental Health Service
- MHST – Mental Health support team
- Social Care
- Healthy Family Team
- Early Help Unit

### **19. Complaints procedure**

Where a parent/carer is concerned about any aspect of special education needs provision or support identified in this policy they should firstly arrange to meet with the SENCO and headteacher to outline their concerns. Please see our website for further details within our Complaints Policy. Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

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

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

The school 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'.