

# SoundSkool Music

## Special Educational Needs and Disabilities Policy

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## Statement of intent

SoundSkool believes that all students are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the SoundSkool will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for students with SEND.

Through successful implementation of this policy, the SoundSkool aims to eliminate discrimination and promote equal opportunities.

The SoundSkool will work with the Local Authority, or equivalent, in ensuring that the following principles underpin this policy:

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

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a student is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other studentren or young people of the same age by mainstream settings.

## Legal framework

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

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting students at schools with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2025) 'Keeping Children safe in education 2025'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled students'

This policy operates in conjunction with the following SoundSkool policies:

- Admissions Policy
- Student Equality, Equity, Diversity and Inclusion Policy
- Student Confidentiality Policy
- Data Protection Policy

- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Students with Medical Conditions Policy
- Student Protection and Safeguarding Policy
- Careers Policy
- Behaviour Policy
- Complaints Procedures Policy
- Reasonable Adjustments and Special Considerations Policy

## Objectives

SoundSkool is required to identify and address the SEND of the students that they support. Through the implementation of this policy, the SoundSkool will:

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

## Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the SoundSkool.
- Ensuring the SoundSkool meets its duties in relation to supporting students with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the SoundSkool.

The Head of College is responsible for ensuring the SoundSkool offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all students, including students with SEND.

In enacting this policy, the Head of College will:

- Ensure the SoundSkool holds ambitious expectations for all students with SEND.
- Establish and sustain culture and practices that enable students with SEND to access the curriculum and learn effectively.
- Ensure the SoundSkool works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of students, providing support and adaptation where appropriate.
- Ensure the SoundSkool fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the SoundSkool.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for students at risk of underachievement, as a core part of the SoundSkool's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the SoundSkool do not directly or indirectly discriminate against students with SEND.

The SENCO will be responsible for:

- Collaborating with the governing board and Head of College, as part of the SLT, to determine the strategic development of the SEND policy and provision in the SoundSkool.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual students with SEND.
- Liaising with the relevant designated teacher for LAC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the SoundSkool's delegated budget and other resources to meet students' needs effectively.
- Liaising with the parents of students with SEND.

- Liaising with early years providers, other SoundSkools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that students and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the Head of College to ensure that the SoundSkool meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the SoundSkool keeps the records of all students with SEND up-to-date, in line with the SoundSkool's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Ensuring they follow this SEND policy.
- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving.
- Ensuring every student with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable students with the support of the SENCO.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Head of College.

## Identifying SEND

SoundSkool recognises that early identification and effective provision improves long-term outcomes for students. As part of the overall approach to monitoring the progress and development of all

students, it has a clear approach to identifying and responding to SEND as outlined in the SoundSkool's SEN Information Report.

With the support of the SLT, teachers will conduct regular progress assessments for all students, with the aim of identifying students 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 student's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

SoundSkool plans, manages and reviews SEND provision across the following four broad areas of need:

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

SoundSkool will use a range of indicators to identify a student's difficulty and plan provision, including before the student arrives at the SoundSkool:

Identification of students with SEND will be continuous through studentren's time at the SoundSkool. Staff will be expected to remain alert to events that can lead to learning difficulties, such as bereavement or bullying.

SoundSkool will maintain a list of students who have been recognised as having SEND. The records will be held centrally and kept securely. In some circumstances the records may be shared with external agencies, for example, for safeguarding issues or on transition to another SoundSkool.

## Safeguarding

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

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

SoundSkool recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's condition without further exploration.

- These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The Head of College, CEO and governing board will ensure that the SoundSkool's Student Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving students with SEND, staff will have due regard for the procedures outlined in the SoundSkool's Physical Intervention Policy.

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

SoundSkool staff will be particularly alert to the potential need for early help for students with SEND and additional needs.

The governing board and Head of College will ensure that students with SEND are taught about how to keep themselves and others safe including online. The SoundSkool will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of students with SEND.

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

## SEND support

The SoundSkool is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual students, is the first step in responding to students who have or may have SEND.

Teachers at the SoundSkool will:

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

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

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

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

- **Assess:** establishing a clear assessment of the student's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the student's progress in line with the agreed review date

A referral for assessment can be made by a member of staff or parent, or a student may self-refer. The views and targets of the parent and the student will be sought.

The implementation stage will last the duration of a term, and more commonly two terms. Specialist staff and teaching assistants will work closely with classroom teachers to link interventions and classroom teaching.

SoundSkool will uphold the review date. If the student has achieved the outcomes and the intervention has been successful, the student's name will be moved from the SEND register to the monitoring list.

Where the student has not achieved the outcomes, the results of the intervention will feed back into the analysis of the student's needs and changes to the intervention or the outcomes will be discussed. The student 'assess, plan, do and review' cycle may continue. This will build a history and a better understanding of the student's difficulties.

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

Where, despite SoundSkool having taken relevant and purposeful action to identify, assess and meet the SEN of a student, they have not made expected progress, SoundSkool, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

SoundSkool will consider whether additional pastoral support and attention for students with SEND is required, alongside ensuring that any appropriate support for communication is in place.

## **EAL**

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

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

## Admissions

The SoundSkool will ensure it meets its duties set under the DfE's 'SoundSkool Admissions Policy' by:

- Not refusing admission for a student thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the student is first to be assessed for SEND.
- Not refusing admission for a student that has named the SoundSkool in their EHC plan.
- Considering applications from students who have SEND but do not have an EHC plan.
- Not refusing admission for a student who has SEND but does not have an EHC plan because the SoundSkool does not feel able to cater for those needs.
- Not refusing admission for a student who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Adopting fair practices and arrangements in accordance with the 'SoundSkool Admissions policy' for the admission of students without an EHC plan.
- Ensuring the SoundSkool's oversubscription arrangements will not disadvantage students with SEND.
- Ensuring that tests for selection are accessible to students with SEND, with reasonable adjustments made where necessary.

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

SoundSkool may challenge a decision to name SoundSkool in an EHC plan if SoundSkool considers that such a placement would be unsuitable based on the student's age, ability, aptitude or SEND; or it would be incompatible with the efficient education of other students or the efficient use of resources. SoundSkool will consider whether any reasonable adjustments can be made to provide a placement.

## Examination access arrangements

SoundSkool is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

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

## Involving students and parents in decision-making

SoundSkool is committed to working in partnership with all parents in the best interests of their student and will provide an annual report for all parents on their student's progress.

Where a student is receiving SEND support, SoundSkool will regularly liaise with parents if required in setting outcomes and reviewing progress.

The planning that the SoundSkool implements will help parents and students with SEND express their needs, wishes and goals, and will:

- Focus on the student as an individual, not allowing their SEND to become a label.
- Be easy for students and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the student's strengths and capabilities.
- Enable the student, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

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

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

## Funding for SEND support

Where additional student needs are identified the SoundSkool will use its delegated funding allowance to provide early intervention support for the benefit of students identified with SEND.

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

## EHC needs assessments and plans

SoundSkool recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a student, some students may not make expected levels of progress. In these cases, SoundSkool will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the student, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, SoundSkool will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any SoundSkool-specific information and evidence about the student's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

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

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

SoundSkool will admit any student that names SoundSkool in an EHC plan and will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs and that arrangements are in place to meet them.

## Reviewing EHC plans

SoundSkool will ensure that teachers monitor and review the student's progress during the year and conduct a formal review of the EHC plan at least annually.

SoundSkool will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at SoundSkool to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst students and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and student that they have the right to appeal the decisions made regarding the EHC plan.

- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the student's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each student's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a student's needs significantly change, SoundSkool will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or Head of College will request the LA to conduct a re-assessment of a student whenever they feel it is necessary.

## Supporting successful preparation for adulthood

SoundSkool is aware that being supported towards greater independence and employability can be life-transforming for students with SEND. It recognises the importance of starting early, centring on student aspirations, interests and needs, and will ensure that students 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.

SoundSkool will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for university or work.
- Build transition planning into the revised EHC plan to identify appropriate higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help students understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with other FE providers as necessary to help plan for any transitions.

SoundSkool's Careers Policy details how the SoundSkool will fulfil its statutory duties under section 42 of the Education Act 1997 and work with students with SEND to ensure they are prepared for the workplace.

## Managing complaints

SoundSkool will publish the Complaints Procedure Policy on the SoundSkool website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their student, SoundSkool will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

SoundSkool 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.

## Staff training and improving practice

SoundSkool is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the SoundSkool's CPD and Training Policy.

SoundSkool SENCO will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing students with SEND.

## Use of data and record keeping

All information about students will be kept in accordance with SoundSkool's Records Management Policy and Data Protection Policy.

SoundSkool's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the student's time in SoundSkool, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all students.
- Maintain an accurate and up-to-date register of the provision made for students with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

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

## Confidentiality

SoundSkool will not disclose any EHC plan without the consent of the student's parents, except for specified purposes or in the interests of the student, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Student Act 1989 relating to safeguarding and promoting the welfare of student

- To Ofsted inspection teams as part of their inspections of SoundSkools and LAs.
- To any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Head of College (or equivalent position) of the setting at which the student is intending to start their next phase of education.

SoundSkool will adhere to the Student Confidentiality Policy at all times.

## Publishing information

SoundSkool will publish information on the SoundSkool website about the implementation of this policy.

The information published will be updated **annually** and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the SoundSkool website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

## Joint commissioning, planning and delivery

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

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

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

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

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

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

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

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

## Local offer

The SoundSkool's governing board will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, SoundSkool will work with LAs, parents and students in developing and reviewing the Local Offer. The SoundSkool will also cooperate with those providing services.
- **Accessible:** SoundSkool will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to students' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** SoundSkool will help to ensure that parents and students understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. SoundSkool will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** SoundSkool will work with the LA to review the Local Offer to ensure that, when parents and students access the Local Offer, the information is up-to-date.

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

## Monitoring and review

The policy is reviewed on an annual basis by the Head of College in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of students with SEND, and relevant stakeholders.

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