Long Knowle Primary School

Learn, Know, Progress, Shine!

Special Educational Needs and Disability (SEND) Policy

Name of Policy Writer/Amendments	Date Written/Review	Next Review Date	Approved by Governors
Miss E Cleary	September 2026	September 2026	



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Statement of Intent

Long Knowle Primary School is committed to providing an inclusive, ambitious and supportive education for all pupils. We believe that every pupil should be able to access a broad and balanced curriculum, make good progress, and feel valued as a member of our school community.

Long Knowle Primary School therefore intends to work with Wolverhampton Local Authority and within the following principles, which underpin this policy:

- **Co-production and the child and family at the heart of all decision-making**
- **Collaboration between education, health, social care services and all relevant stakeholders to provide effective support**
- **High-quality teaching, including adaptive teaching, is used to meet the needs of all pupils and remove barriers to learning.**
- **A child-centred approach that recognises each pupil's strengths, needs, views and aspirations**
- **Greater choice and control for young people and parents/carers over their support**
- **Successful preparation for adulthood, including independence, further education, employment and participation in the wider community**

This policy sets out how we identify, assess and make provision for pupils with special educational needs and/or disabilities in line with current legislation and statutory guidance.

This policy was developed by the SENDCo in consultation with the SEN Governor (Miss N Slide) and will be shared with the stakeholders via the school website. Hard copies of the policy will be made available if requested.



Long Knowle Primary School

Special Educational Needs and Disability (SEND) Policy

1. Introduction

This SEND Policy is written to comply with:

- Children and Families Act 2014 (and related regulations)
- Equality Act 2010
- Special educational needs and disability code of practice: 0-25 years (January 2015)

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education September 2026
- Working Together to Safeguard Children.

All our school policies are interlinked, and this policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- Medical Needs Policy
- Accessibility Plan
- Restrictive Interventions Policy
- Equality and Diversity Statement
- SEND Information Report

The SEND Team at Long Knowle Primary School:

"Every teacher is a teacher of every child or young person, including those with SEN" (Code of Practice 2015)

"High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN." (Code of Practice 2015)

Enquires about an individual child's progress should be addressed to the class teacher in the first instance.

Other enquires can be addressed to:

Miss E Cleary – SENDCo

Make an appointment at the School Office or contact on 01902 558985



2. Defining SEND:

The Children and Families Act 2014 says:

1. A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
    a) has a significantly greater difficulty in learning than the majority of other of the same age, or
    b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
3. A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of school age (or would be likely, if no special educational provision were made).
4. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

Headlines from the 2015 Code of Practice (January 2015)

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth to 25 years.
- School Action and School Action Plus have been replaced by a school-based category of need known as SEN Support.
- Schools are expected to work more closely with parent/carers and children to ensure that they consider a child's own views and aspirations and the parents/carers experience of, and hopes for, their child.
- Parents/Carers are expected to be invited and involved at every stage of planning and reviewing SEN provision for their child.
- Schools should have high expectations of all their children.
- All children should benefit from "Quality First Teaching": this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning.



3. Areas of Special Educational Need

The thresholds for the areas of need are detailed within 'SEN Support and Education, health and care Plans' guidance as part of the LA Local Offer.

There are four broad categories of SEN:

a. Communication and Interaction.

Where children and young people have speech, language and communication difficulties, which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

b. Cognition and Learning

Where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular aspect of their learning as in literacy or numeracy.

The term "learning difficulties" covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.

c. Social, Emotional and Mental Health difficulties.

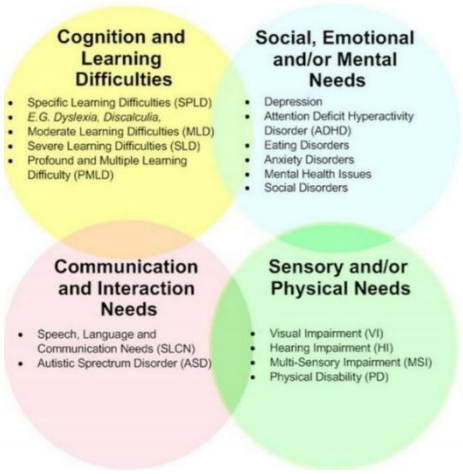
Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. For example, some children and young people have difficulty in managing their relationships with other people, are withdrawn, or may behave in ways that hinder their own and other children's learning or that have an impact on their health and wellbeing.

This broad area includes Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

d. Sensory and/or Physical Needs

Where children and young people have a visual and/or hearing impairment, or physical needs that means they must have additional ongoing support and equipment.





4. Admissions

Long Knowle Primary School will ensure that it meets its duties under the LA Schools Admissions Code of Practice by:

- Not refusing admission for a child that has named the school in their EHC plan.
- Adopting fair practices and arrangements in accordance with the Schools Admissions Code for the admission of children without EHC plan.
- Considering applications from parents/carers of children who have SEN but do not have an EHC plan.

5. Our School Objectives for SEND

At Long Knowle Primary School we aim:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also curriculum and assessment policies).
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will take responsibility for the strategic implementation of the SEND Policy.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To enable all children to participate in lessons fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents/carers.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all children.



6. Identifying children with SEN (SEN support).

The purpose of identification is to understand what action we need to take as a school; this is not to fit a pupil into a category, but to meet the pupil's needs so they are happy, supported and successful at Long Knowle. Some pupil's often have needs that merge across all SEND areas and/or their needs may change over time. A detailed assessment of need ensures that the full range of a pupil's needs are identified. The support then provided will always be based on a full understanding of their strengths and needs and seeks to address them all using well evidenced interventions, targeted at their areas of difficulty.

The first response to concerns about a pupil's progress is always high-quality teaching, applying adaptive teaching strategies where possible to tailor learning to pupil's individual needs and to support access to the curriculum for all. Where progress continues to be less than expected the class teacher, working with the SENDCo, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents/carers) extra teaching or strategies designed to secure better progress will be applied where required. The pupil's response to such support can help identify their particular needs.

Slow progress and low attainment does not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN within our school. However, it may be an indicator of a range of learning difficulties or disabilities. Equally, it will not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. Children with SEN are identified by one of three assessment routes, all of which are part of the overall graduated approach to monitoring the progress of all pupils

1. The progress of every child is monitored termly. Where children are identified as not making progress despite Quality First Teaching or through universal interventions, their progress will be discussed with the SENDCo, SLT and parents/carers and a monitoring action plan is agreed.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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 child's previous rate of progress.
    - fails to close the attainment gap between the child and their peers.
3. Parents/Carers sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed



by Quality First Teaching, closing the gap interventions and/or the use of shared approaches with home/family. Otherwise, through working together with the child and family, it is agreed that the child will be identified at SEN Support (recorded on the school's data system under data protection agreements and Code of Practice Statutory requirements).

At Long Knowle Primary School when identifying the needs of children we consider the whole child. This means that we will include not just consider the special educational needs of the child but may also consider the following:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation- these alone do not constitute SEN).
- Attendance and Punctuality.
- Health and Welfare.
- EAL and the implications of being newly arrived.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.

Once a pupil has been through a robust 'plan, do, review, assess' cycle and they have received universal and targeted support through our graduated approach a child may be identified as SEN Support. To support our SEND pupils further, assessments from external agencies may be referred to and undertaken (these may include; Health, Educational Psychology, SEN Specialist Teachers, Outreach, Speech and Language etc.) On occasion, these specialist assessments may result in a diagnosis of a specific difficulty or condition

Reports from external agency professionals will provide recommendations to support a pupils need further and inform the school's provision management approach.

7. Working with Parents/Carers and Children

We aim to have good and informative relationships with all our parents/carers. Parents/carers and children are at the heart of the process when identifying areas of need and the provision best designed to support that need.

"Any decisions are informed by the insights of parents and those of children and young people themselves." (Code of Practice 2015).

If a child is experiencing difficulties, parents/carers will be invited into school at the earliest opportunity to discuss the child's areas of strength and difficulty and any concerns identified by the parent/carer and/or members of staff. These early discussions will be structured, so that all can develop a good understanding of the pupil's areas of strength and difficulty, the parent's/carer's concerns, the agreed outcomes sought for the child and the next steps.

8. A Graduated Approach to SEN Support.

Once a child had been identified at SEN Support the school will do its best to ensure that meetings with parent and child are scheduled appropriately to:



- formally let them know that their child is being placed at SEN Support
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of '**Assess, Plan, Do, Review'** required in the Code of Practice.

This process involves:

Assess- Establishing a clear assessment of the child's needs,

The class teacher will liaise with the SENDCo to assess the child's needs. Parent/Carer views and that of the child are integral in building up a clear picture of the child's needs. In some cases, school will talk to other professionals who work with the child or seek advice from an educational psychologist, specialist teacher or health professional to help inform any assessments and planned support.

Plan- Plan 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. An ILP (Individual Learning Plan) will be completed identifying SMART targets and interventions or the child's interventions will be identified on the school provision map.

Do- The class teacher, sometimes with teaching support, is responsible for working with the child daily. When appropriate, this may mean that the child receives one to one teaching or small group support. Teachers will also work closely with teaching assistants or specialist staff involved to link the interventions and plan of support during the classroom teaching. The SENDCo provides further support to staff to discuss the child's strengths and weaknesses.

Review- Review the effectiveness of the interventions identified on the ILP or provision map, making any necessary revisions.

With reference to practice outlined in the Code of Practice, Parents/Carers and children are invited to a meeting at least once each term to review progress made, set targets and agree provision for the next term.

Records are kept of these meetings and copies are available to parents/carers.

9. Paperwork for children at SEN Support

Once a child has been identified as needing SEN Support, appropriate documentation will be put in place to ensure their needs are understood, provision is clearly planned and progress is effectively monitored.

All pupils receiving SEN Support, will have a One-Page Profile, which outlines their strengths, interests, areas of need and the strategies and reasonable adjustments that support their learning and participation. This ensures that all staff working with the pupil have a consistent understanding of how best to meet their needs.

Children will have an Individual Learning Plan (ILP) in place. These are developed collaboratively with the child, parents/carers and school staff, as well as including advice from external service where necessary. The targets set within these plans are specific, measurable, achievable, relevant and time bound (SMART) and



based on pupil's individual needs and where possible, their own ambitions. These are reviewed termly as part of the graduated approach to evaluate progress and inform next steps. Copies are also shared with parents/carers.

Provisions put in place to support progress towards ILP targets are recorded on our school provision mapping tool on Insight. The SENDCo and SLT monitor the effectiveness of these SEND provisions through ongoing assessments and impact of provisions against ILP targets being achieved.

10. Moving to an EHCP (Education, Health and Care Plan) – Application for Single Assessment.

If a child fails to make progress, despite high quality, targeted support at SEN support, we may support the request for a statutory needs assessment through the local authority that may lead to an EHC Plan (Parents/Carers or young people may also make a request).

We refer to the LA Guidance 'SEN Support and Education Health Care Plans" if:

- In addition to their SEN needs the child is Looked After and is therefore additionally vulnerable.
- The child has a disability which is life long and which means that they will always need support to help them to learn effectively.
- The child's achievements are so far below their peers that it is likely that the child may at some point benefit from special school provision.

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

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through existing school provision, seeking advice/training from other agencies as appropriate

Long Knowle Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

Following discussions and agreement as part of a child's draft EHC Plan, the school will admit any child that names the school in an EHC plan.

The school will ensure that all those teaching or working with a child named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet these needs.

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

11. Reviewing an EHC plan

Long Knowle Primary School will:



- Cooperate to ensure that an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least seven months before transfer to another phase of education.

12. Roles and responsibilities

The **governing body** has a responsibility to:

- Publish on the school website and Local offer website an SEN Information report, providing an accessible overview of SEN provision within our school; this will meet the 2014 SEN Information Regulations and will be reviewed and updated annually in line with the Code of Practice.
- Fully inform parents/carers and/or young people with SEN when drawing up policies that affect them.
- Ensure that SEN provision is made available for all children and young people with SEN, whether or not they have an EHC plan.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEN.
- Ensure that appropriately trained staff are employed to support children and young people with SEN.
- Designate an appropriate member of staff (SEND Co-ordinator or SENDCo) as having responsibility for co-ordinating provision for children and young people with SEN.
- Designate a link governor responsible for liaising with the SENDCo to monitor SEN provision in the school.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments when needed (as identified in our accessibility plan) for pupils with disabilities to help to alleviate any substantial disadvantage they experience because of their needs.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school's accessibility plan.
- Publish accessibility plans setting how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every three years.
- Ensure that complaints procedures are in place to address any SEN issues that may arise.



- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEN, in line with their EHC plan.

The **Headteacher** has a responsibility to:

- Ensure that those teaching or working with the pupil are aware of their needs and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupils' progress during the academic year.
- Cooperate with local authorities 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.
- 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 SEN most frequently encountered.
- Ensure that all staff receive regular training in SEN provision
- Ensure that appropriately trained staff are employed to support pupils with SEN and commissions training/input from outside agencies (advised by SENDCo) to develop skills and expertise of teachers and support staff.

The **SEND Coordinator (SENDCo)** must:

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the identified link governor, 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.
- Report on a regular (at least annual) basis to the Governing Body.
- 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
- Take strategic lead on implementation of SEN Policy and duties of CoP and identified legislation
- Coordinate the specific provision made to support individual children with SEN, including those who have EHC plans.
- Liaise with support staff implementing provision for pupils with SEN.
- Liaise with the relevant designated teacher where a looked after pupil has SEN.
- Advise on a graduated approach to providing SEN support.
- Ensure that SEN Provision is integral to the whole school provision management approach, using analysis of all evidence to monitor and evaluate the school provision map and liaise with the Headteacher and School Administrator to cost SEN provision across the school.



- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Keep children, young people and parents/carers at the heart of all planning and provision by liaising with the parents/carers of pupils with SEN.
- Liaise with early years providers, 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/carers are informed about options and a smooth transition is planned.
- Facilitate the drawing up a 1-page profile of the child or young person with SEN.
- Provide professional guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEN charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a support role to the family.
- Ensure, as far as possible, that pupils with SEN take part in activities of the school together with those who do not have SEN, including on forums.
- Ensure that the school keeps the records of all pupils with SEN up-to-date.
- In co-production within the child's parents/carers ensure that SEN provision is being made, where the child does not have an EHC plan.
- Ensure that records of all pupils with SEN are kept confidential and are stored securely.
- Attend LA and Learning Community Network Meetings to ensure up-to-date knowledge of SEND reforms.

Class teachers must:

- Plan and review support for their pupils with SEN, on a graduated basis, in coproduction with parents/carers, the SENDCo and the pupil themselves with the recognition that the child/young person must be at the heart of the process.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Use adaptive teaching strategies to ensure all pupils can access learning, make progress and engage successfully in lessons.
- Use appropriate assessment to set SMART targets which ensure that Assessment for Learning supports aspirational targets
- Liaise closely with support staff who may be delivering interventions for individual pupils.
- Ensure pupil information/profile informs all aspects of teaching, learning and assessment.

13. Funding

Long Knowle Primary School will allocate the appropriate amount of core per-pupil funding and notional SEN budget outlined in the local offer for the SEN provision of its pupils.



Personal budgets are identified within EHC assessment and Plan and are allocated from the local authority's high needs funding block and Long Knowle Primary School will continue to make SEN provision from its own budgets, even if a pupil has an EHC plan.

14. SEN Information Report and LA Local Offer

Long Knowle Primary School will work in partnership with Wolverhampton Local Authority and other stakeholders to cooperate in the development and review of the LA local offer.

Long Knowle Primary School's SEN Information Report is available on the school's website for parents/carers and other stakeholders to view.

15. SEN and Disability Tribunal

The Special Educational Needs and Disability (SEND) Tribunal is an independent body that hears appeals from parents/carers and young people regarding certain decisions made by local authorities about Education, Health and Care (EHC) needs assessments and Education, Health and Care Plans (EHCPs). Parents and young people may appeal to the Tribunal if they disagree with a local authority's decision regarding:

- A refusal to carry out an EHC needs assessment.
- A refusal to issue an Education, Health and Care Plan.
- The contents of an Education, Health and Care Plan, including the educational provision specified or the named educational placement.
- A decision to cease maintaining an Education, Health and Care Plan.

Long Knowle Primary School is committed to working in partnership with parents, carers, the Local Authority and other agencies to resolve concerns at the earliest opportunity. However, parents and young people retain the right to access formal routes of appeal where agreement cannot be reached, and school will support with this where appropriate.

16. Complaints

Complaints from parents/carers of children with SEND about the school's support should first be made to the Special Educational Needs Coordinator (SENDCo); they will then be referred to our school's complaints policy.



17. Preparing for adulthood

Long Knowle Primary School will ensure that it meets its duty to prepare pupils for adulthood by:

i. Making families aware that the great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported in independent living, and participate in their community.
ii. Supporting children and young people so that they are included in social groups and develop friendships.
iii. Supporting children and young people in engaging in activities with those who do not have SEN and encouraging them to participate fully in the life of the school and in any wider community activity.
iv. Helping pupils and their families prepare for the change in legal status once a young person is over compulsory school age.
v. 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.
vi. Securing access to independent face-to-face support for pupils with SEN or disabilities to make successful transitions.

18. Transition

At Long Knowle, we aim to support pupils and parents/carers as they move through the school and as they transition to their secondary schools. Information is available in the Autumn Term of Year 6 to inform parents/carers of Secondary School Provision.

Pupils with an EHC plan will discuss the options of Secondary School at their phase annual review, which is held during the Summer term of year 5.

Secondary schools arrange transition days for pupils in Year 6 to attend the new school and meet their peers. School makes pupils available to meet new staff, and class teachers hold meetings with receiving colleagues to discuss individual children's needs and to pass on pertinent information. The SENDCo arranges SEN information to be collected by/ be delivered to receiving schools. All information is handled confidentially and is signed for on collection/delivery or acknowledge by an email.

Where appropriate we arrange for pupils with SEND to spend additional time at their new secondary school during the summer term prior to their move. Members of staff from Long Knowle may attend these additional transition sessions with the pupils and/or arrange for the parents/carers to attend also if they wish, where this is appropriate.



For SEND pupils joining the school's Reception class, a similar transition process also takes place. The class teacher and SENDCo work closely with nursery settings and meetings with settings and parents/carers take place to ensure all provisions and strategies are carried over and that all staff are aware of a pupil's strengths and needs. If necessary, amended transition arrangements can be made to meet the needs a pupil.

19. Data and record keeping

- Long Knowle Primary School will:

    i. Include details of SEN, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
    ii. Maintain an accurate and up-to-date register of the provision made for pupils with SEN.
    iii. Work through a Provision management approach to ensure that appropriate provision is made for all pupils, including those with SEN, and record evidence of additional and different provision on the schools' provision map.

20. Confidentiality

- Long Knowle Primary School will not disclose any EHC plan without the consent of the pupil's parents/carers with the exception of disclosure:

    i. To the SEN and Disability Tribunal when parents/carers appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
    ii. On the order of any court for the purpose of any criminal proceedings.
    iii. For the purposes of investigations of maladministration under the Local Government Act 1974.
    iv. To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
    v. To Ofsted inspection teams as part of their inspections of schools and local authorities.

