



LIGHTHOUSE SCHOOLS PARTNERSHIP

SEND POLICY AND SEND REPORT Statutory Policy

This policy applies to all schools and employees within the Lighthouse Trust Partnership.

Policy Approved by the Trust Board	
Signed: 	
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Authorised for Issue	
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Review cycle	Annually
Next review date	June 2026

Document History

Version	Author/Owner	Dated	Comments
1.0	Sue Ivermee	03/11/2020	
2.0	Sue Ivermee	21/06/21	
3.0	Debbie Coker	12/07/22	Adjusted wording to fit with term Universal Provision.
4.0	Debbie Coker	13/04/23	Addition of Bristol LA SEND offer in section 5.16
5.0	Debbie Coker	22/05/24	Section 2: Addition of two documents under legislation - Admissions code and Governance handbook Section 4- Updated to include NPQ SEND qualification Section 4.2 - Addition of responsibilities to the Governing Body. Change in numbers of sections following on as result of above change. Addition of 4.6 Parent/carer section and 4.7 pupil section under responsibilities. Addition of sentence under 5.2 regarding disability and adjustments. Addition of outlining the specifics of the Assess, plan, do and review in section 5.4 5.6 changes reflecting removal of Top Up process from North Somerset. 5.8 Addition of 5.8a External Providers Complaints section updates to include information about mediation services with local authorities. Section 5.14
6.0	Debbie Coker	31/5/25	Addition of mental health guidance in section 2. Change Handbook for Governors to Academies Trust Handbook. Addition of the wording of 'co-production' in section 4.4 and 4.5. 5.3- Change of wording of title to align with partnership and co-production elements of the code of practice. More emphasis on parent/pupil voice. 5.6 and 5.7 addition of the term OAP Ordinarily Available Provision as this is the term used in Bristol LA. 5.7addition of the words task design to list of ways we adapt. Addition of 5.8b to link to each LSP school's Pupil Mental Health and Wellbeing Policy. Removal of section 5.14 as this information is included within each school's Pupil Mental Health and Wellbeing Policy now linked into section 5.8b.

SEND POLICY AND SEND REPORT

Statutory Policy

Introduction

The Lighthouse Schools Partnership (LSP) vision says collaboration between schools will deliver excellence for all pupils. The Trust and its schools believe in the transformational and life enhancing power of education. The Trust aims to deliver that through a rich curriculum where SEND pupils thrive, develop character, and achieve strong outcomes.

A strategic priority of the Trust and its schools is to close the attainment gap for pupils with SEND.

The Trust delegates decisions about the quality of provision for SEND to each headteacher and Local Governing Body. Trustees require a good standard of SEND provision in each school.

The Trust promotes a whole school approach to supporting pupils with SEND to meet their needs.

The Trust promotes a view that all teachers are teachers of SEND and that all leaders are leaders of SEND.

The Trust's SEND policy

Sets out how each school will support and make provision for pupils with special educational needs and disabilities (SEND). This is called the graduated response.

Explains the roles and responsibilities of everyone involved in providing for pupils with SEND.

1. The aims of this policy

- To create an environment that meets the special educational needs of any pupil in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- For all staff to have regard to the Code of Practice (DfE, 2015) on the identification and assessment of special educational needs and/or disabilities.
- To identify and provide for pupils with special educational needs using a range of teaching and learning strategies, differentiation, monitoring and assessment to support their progress.
- To monitor and respond to parent/carers and pupil's views in order to evidence high levels of confidence and trust.
- To make clear the expectations of all partners in the process.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions as this will allow full as possible inclusion in all activities through consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for SEND pupils.
- To enable all pupils (through reasonable inclusive adjustments) to have full access to all elements of the school curriculum.
- To work in cooperation with the Local Education Authorities and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all pupils with SEND.

2. Legislation and guidance

- This policy and information report references the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEND coordinators (SENCO/ SENDCOs) and the SEND information report.
- [The Equality Act 2010](#)
- [Promoting and supporting mental health and wellbeing in schools and colleges](#) (2021)
- [Summary of responsibilities where a mental health issue is affecting attendance. DFE Feb 23](#)
- The [Academies Trust Handbook](#), which sets out responsibilities for Governors / Trustees for pupils with SEND.
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.
- This policy complies with the Trust funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision. Ref: SEND Code of Practice 0-25 Revised version DFE, 2015.

A pupil has SEND if they have a **significantly greater** difficulty in learning than most pupils of the same age. *(nb. Pupils with English as an additional language require particular care when seeking to identify a SEND need. Difficulties relating solely to limitations in a pupil's command of English should not be identified as SEND)*

A pupil has SEND if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

A pupil has SEND if they need educational provision or training provision that is **additional to, or different from**, that made generally for other pupils of the same age.

4. Roles and responsibilities

4.1 The SENCO/SENDCO (Special Educational Needs and Disabilities Co-ordinator)

- Each school will have a SENCO/ SENDCO whose name and contact details are available on the school's website alongside a brief description of their role and responsibilities.
- The SENCO/ SENDCO will have qualified teacher status and achieve a National Award in Special Educational Needs Coordination/ NPQ SEND within three years of being appointed to the role.
- The SENCO/ SENDCO will work with the headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- The SENCO/ SENDCO will have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans (EHCP).
- The SENCO/ SENDCO will provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and quality teaching.
- The SENCO/ SENDCO will advise on the graduated approach to providing SEND support and the most effective teaching methods for individual pupils.
- The SENCO/ SENDCO will advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- The SENCO/ SENDCO will be the point of contact for external agencies, especially the local authority and its support services and work with external agencies to ensure that the appropriate provision is provided.

- The SENCO/ SENDCO will liaise with next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is achieved. When a child moves to a different school/ setting: make sure that all information about a pupil's SEND and the provision for them are sent to the appropriate place in a timely manner.
- The SENCO/ SENDCO will work with the headteacher and Local Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- The SENCO/ SENDCO will ensure the school keeps the records of all pupils with SEND up to date.
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.

With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

- Prepare and review information for inclusion in the school's SEN information report.
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

4.2 The Governing Body

- The Governing Body is responsible for making sure the following duties are carried out by the school, though the duties can be delegated to an individual. The Governing Body (or individual) should work in partnership with school leaders to ensure that the school:
 - o Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
 - o Do all it can to make sure that every pupil with SEND gets the support they need
 - o Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
 - o Inform parents when the school is making special educational provision for their child
 - o Make sure that the school has arrangements in place to support any pupils with medical conditions
 - o Provide access to a broad and balanced curriculum
 - o Have a clear approach to identifying and responding to SEND
 - o Provide an annual report for parents on their child's progress
 - o Record accurately and keep up to date the provision made for pupils with SEND
 - o Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
 - o Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.

4.3 The SEND Governor

- The SEND Governor will help to raise awareness of SEND issues at Local Governing Body meetings.
- The SEND Governor will meet with the SENCO/ SENDCO each term.
- The SEND Governor will monitor the quality and effectiveness of SEND provision within the school and update the Local Governing Body.

- The SEND Governor will work with the headteacher and SENCO/ SENDCO to determine the strategic development of the SEND policy and provision in the school.

4.4 The Headteacher

- The Headteacher will work with the SENCO/ SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- The Headteacher will have overall responsibility for the provision and progress of pupils with SEND.
- Work with the SENCO/ SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO/ SENDCO has enough time to carry out their duties
Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO/ SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO/ SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO/ SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- Will work with the SENDCO and teaching staff to ensure that SEND plans are co-produced with parent /carers and pupils.

4.5 Teachers and Support Staff

- Teachers are responsible for planning and providing high-quality teaching adjusted to meet SEND pupil needs.
- Teachers are responsible for the progress and development of every pupil in their class or subject.
- Teachers are responsible for working closely with teaching assistants, support staff or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Teachers and support staff are responsible for working with the SENCO/ SENDCO to review pupil progress and development and decide on any changes to provision in partnership with parents/carers.
- Teachers should communicate with parents regularly to:
 - Co- produce / design appropriate send plans and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil
 - Teachers and support staff are responsible for ensuring they follow this SEND policy.
 - Teachers need to demonstrate that they meet the [Teachers' Standards](#)

4.6 Parents or carers

- Parents or carers of pupils should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided.
- Parents/ carers of a pupils on the SEND register will be:
 - Invited to regular meetings to discuss and review the provision that is in place for their child.
 - Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
 - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
 - Given an annual report on the pupil's progress (this is the child's general school report)
 - The school will take into account the views of the parent or carer in any decisions made about the pupil.

4.7 The Pupil

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The pupil's views will be taken into account in making decisions that affect them, whenever possible.

5. SEND Information Report

Each LSP school publishes a SEND information report on its website, which sets out how this policy is implemented in the school. This is updated annually or sooner if there are updates made.

5.1 SEND needs

Trust schools currently provide additional and/or different provision for a range of needs:

- Communication and interaction, for example, autistic spectrum disorder, speech, language, and communication difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

Schools will assess each pupil's current skills and levels of attainment on entry.

Teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly lower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and their peers;
- is raised as a concern by a parent/carer;
- is a concern raised by a pupil.
- This may include progress in areas other than attainment, for example, social needs.

We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Leaders do not automatically record the progress of a pupil or low attainment as a SEND need.

When deciding whether special educational provision is required, schools will start with the desired outcomes, including expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. Schools will use this information to determine the level of provision needed and whether it is additional and different to that which is available within the universal provision offered to all.

5.3 Partnership and co-production with pupils and parents/carers

Each school will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the pupil's areas of strength and difficulty;
- Parent and pupil voice are considered when drafting plans;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

Leaders record notes which are added to the pupil's record and copied to parents/carers.

Schools formally notify parents/carers that a pupil requires SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Schools follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Assess:

- The class or subject teacher will work with the SENCO/ SENDCO to carry out a clear analysis of the pupil's needs drawing on:
- the outcome of a Trust agreed Diagnostic Tool (including use of the Boxall Profile) is used to assess one or more areas of need;
- the teacher's assessment and experience of the pupil;
- the pupil's previous progress, attainment and behaviour;
- other teachers' assessments, where relevant;
- the pupil's development in comparison to their peers and national data;
- the views and experience of parents or carers;
- the pupil's own views;
- advice from external support services.

Plan

- In consultation with the parents and the pupil, the teacher and the SENDCO/SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.
- All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded and made accessible to staff in a pupil passport/ learning plan.
- Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

- The pupil's class or subject teacher retains overall responsibility for their progress.
- Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.
- **Review**
- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil
- The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.
- Each school regularly reviews the effectiveness of support and intervention and the progress of pupils.

5.5 Supporting pupils moving between phases and preparing for adulthood

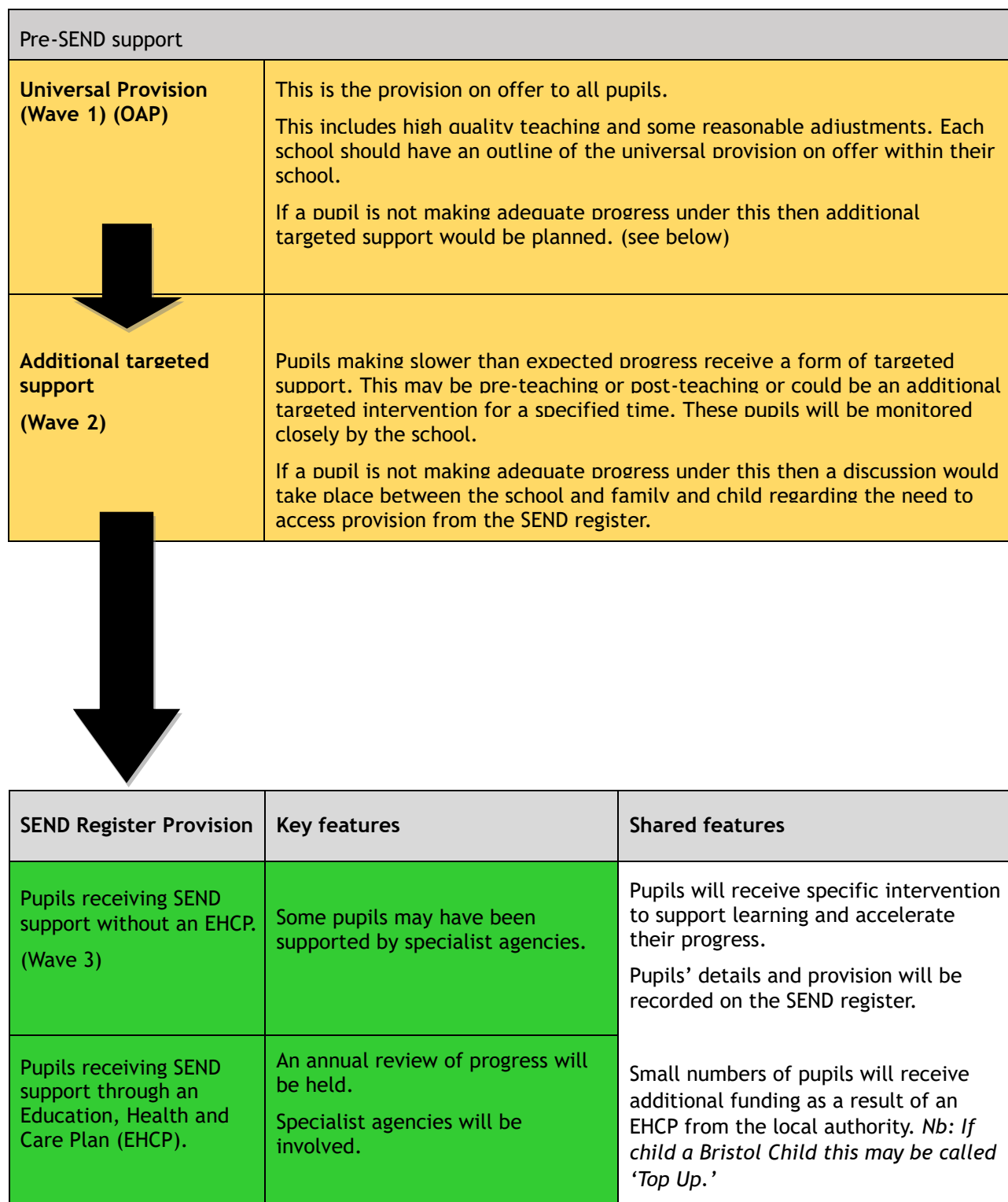
Schools within the Trust plan carefully for a good transition between different stages of a pupil's education to help them feel safe and to be able to continue to progress. Schools will share information at transition points. Schools will agree with parents/carers and pupils what information will be shared.

Transition will involve a range of activities:

- All pupils taking part in a 'moving up day' with their peers to their new school.
- For pupils with additional needs there may be further preparation for transition such as additional visits, for example out of hours, to understand the size and geography of the school, during lessons and at break times.
- Pupils being accompanied by a named adult as part of the transition arrangements.
- Where possible secondary school SENCO/ SENDCO or representative will attend Year 5 and Year 6 annual reviews/multi-agency meetings for pupils with an Education Health Care Plan or who have complex needs.

5.6 Our approach to teaching pupils with SEND

To ensure that schools are effectively managing a graduated response, a system is in place as illustrated by the diagram below.



Pupils identified as SEND may require provision that is **additional or different** to that Universally available (**Universal Provision or Ordinarily Available Provision OAP**). These pupils will have their needs met through the SEND register. Some pupils may have an identified SEND need but are making progress within Universal Provision. These pupils therefore do not need provision that is additional or different to the

Universal Provision and so do not need to sit on the SEND register. These pupils sit on a monitoring list which is reviewed regularly.

Teachers are responsible and accountable for the progress of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND.

Teachers plan lessons and intervention so that pupils with SEND can study each National Curriculum subject, wherever possible, by ensuring barriers to each pupil achieving are reduced.

Schools within our Trust will provide interventions which are time bound and have a specific entry and exit criteria. Teachers monitor intervention to ensure effective impact.

5.7 Adaptations to the curriculum and learning environment within Wave 1 (Universal Provision/ OAP Ordinarily Available Provision)

Schools will make necessary adaptations to meet pupils' needs:

- By adapting the curriculum offer to ensure all pupils can access it, by grouping, 1:1 work, pre-teaching, post-teaching, adjusting teaching, design of task and determining the content of the lesson.
- By adapting resources and staffing
- By using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- By using scaffolding techniques, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using visual models and checklists.
- By ensuring that each school-continues to address any accessibility issues via their Accessibility Plan.
- By modification of the environment to meet the physical, sensory, or medical needs of a pupil.

5.8 Additional support for learning

- Each school delivers agreed wave 2 intervention programmes across the four areas of need as part of the graduated approach.
- Additional adult support may be available to support pupils with SEND when the class teacher and SENCO/ SENDCO have agreed this is the most appropriate form of provision.
- Additional adults may help pupils in small groups when the class teacher and SENCO/ SENDCO have agreed this is the most appropriate form of provision.

5.8a Use of external providers

Schools will always make reasonable endeavours to meet the needs of children with SEND within the school's offer. In highly exceptional circumstances (where funding allows) schools may temporarily make use of external professionals or alternative off-site provision to deliver bespoke intervention that is unavailable in school. These provisions would normally be mapped out in the pupil's EHCP. Schools will ensure that the LSP Use of External Providers Process is followed. This is listed in Appendix A

5.8b Adaptations for Social, Emotional and Mental Health Needs

Please see each school's 'Pupil Mental Health and Wellbeing Policy' for an outline of the graduated approach to meeting Social, Emotional and Mental Health needs. [Place link here to the school's Pupil Mental Health and Wellbeing Policy.](#)

5.9 Expertise and training of staff

- Each SENCO/ SENDCO will hold the relevant accreditation or be undertaking the accreditation.
- Each SENCO/ SENDCO is allocated adequate time during the week to manage SEND provision.
- All adults working alongside teachers to support the delivery of learning with SEND pupils will have accessed training identified by their schools, to deliver SEND provision effectively.
- The Trust Lead Teacher for SEND is available to support our schools in a traded capacity. The Lead Teacher's role is to support schools to develop the appropriate provision that most effectively meets the needs of SEND pupils. This includes supporting pupils on an individual, group and at whole school level across a range of needs.
- The Director of Inclusion and SEND alongside our Trust Lead Teacher for SEND lead training to support the development of practice across all schools in line with our Trust SEND strategy.
- Our Secondary schools currently access support and advice from an externally traded behaviour service.

5.10 Securing equipment and facilities

- Each school has a training plan for all staff to improve teaching and learning. Training plans must be flexible and responsive and able to accommodate training needs as they arise.
- Individual teachers and support staff are supported by attending training led by Local Authority and LSP Trust professionals, e.g., ASD, visual impairments, dyslexia, and attachment as it becomes available. Each school holds a record of training attended.
- Where a pupil requires further equipment or specific furniture or adaptations to the building, for example handrails, the school will liaise with the appropriate outside agencies, the Trust Central Procurement Team, and the Local Authority as appropriate.

5.11 Evaluating the effectiveness of SEND provision

The effectiveness of provision for pupils with SEND is evaluated:

- By leaders reviewing pupils' individual progress towards their goals each term.
- By leaders reviewing the impact of interventions after an agreed number of weeks.
- By leaders using pupil questionnaires.
- By leaders capturing pupil voice by talking with SEND pupils.
- By leaders undertaking lesson visits.
- By leaders undertaking work sampling.
- By leaders conducting data analysis.
- By leaders planning time for the SENCO/ SENDCO to undertake monitoring.
- By leaders ensuring use of provision maps, pupil passports, individual education plans to measure progress towards goals.
- By the SENCO/ SENDCO holding annual reviews for pupils with additional funding and/or Education Health Care Plans.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- The intention of the Trust is that pupils with SEND have the same opportunities as other pupils in the school. Each school will make **reasonable** adjustments to make this so.
- All extra-curricular activities and school visits are available to all pupils, including before-and after-school clubs.

- All pupils are encouraged to go on residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- Pupils are not excluded from activities because of SEND. Some activities may need adaptations. If there are concerns about the participation of a pupil with SEND, schools will complete a risk assessment (involving parents/carers) to identify risks and plan reasonable adjustments to meet needs and protect the pupil's safety and the safety of others (if appropriate).
- Each school has an accessibility plan, which is a statement of the actions to be taken to improve the accessibility at each school for disabled pupils and adults.

5.13 Admissions

- Prior to starting school, meetings will be held with parents/carers of pupils with SEND or medical conditions. These meetings will involve all the professionals involved in planning the provision to meet their needs.
- Pupils with EHCPs naming a Lighthouse Schools Partnership School are given priority for admission. See LSP Admissions Policy for more information.
- The Trust is committed to equality of access for all families. Each school has an accessibility plan, which is a statement of the actions to be taken to improve the accessibility at each school for disabled pupils and adults.

5.14 Working with other agencies

- Each SENCO/ SENDCO will seek advice or support from outside agencies. Outside agencies will then provide support through a variety of means- this may be through guidance, observation, attendance at annual reviews/multi-agency meetings and written reports.

5.15 Complaints about SEND provision

- Formal complaints about SEND provision in LSP schools should be made to the Headteacher in the first instance. They will be handled in line with the [Trust's Complaints Policy](#). If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.
- If a parent/carers complaint is regarding the statutory process for SEND (Education, Health and Care Plan process) this needs to be directed to the relevant Local Authority:
 - To see a full explanation of suitable avenues for complaint regarding statutory processes, see pages 246 and 247 of the [SEN Code of Practice](#).
 - As per the SEN Code of Practice the Local Authority is likely to recommend disagreement resolution and mediation services to resolve complaints. You can request mediation by following the steps outlined in each link:
 - [North Somerset Disagreement resolution and mediation link](#) ○ [BANES disagreement resolution and mediation link](#) ○ [Bristol LA disagreement resolution and mediation service link](#)

5.16 The Local Authority local offer

- North Somerset local authority's local offer: <https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0>
- Bath and North East Somerset local authority's local offer: <https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

- Bristol City Council Local Authority Offer: <https://www.bristol.gov.uk/bristol-local-offer>

6. Monitoring arrangements

- Leaders in each school will review the SEND information report every year and consult with parents/carers.
- Leaders in each school will revise the SEND information report if there are any changes to the information during the year.
- The **Trust Board** will monitor the effectiveness of this policy and hold the Director of Inclusion to account for its implementation.
- The **headteacher** will present the SEND information report to the Local Governing Body for approval.
- The **Local Governing Body** will monitor whether the school is meeting the offer for pupils with SEND through meeting with the SENCO/ SENDCO, shadowing the work of the SENCO/ SENDCO when undertaking provision reviews, lesson visits, sampling pupils work and talking to pupils.

7. Links with other individual school policies and documents

This policy links with individual LSP and/or school policies on: Accessibility, Admissions, Anti-Bullying, Behaviour, Complaints, Equality, Supporting Pupils with Medical Conditions, Pupil Mental Health and Wellbeing Policy, Safeguarding, The Local Offer and the School's SEND information Report.

Appendix A

LSP Process for The Use of External Providers

Schools will always make reasonable endeavours to meet the needs of children with SEND within the school's offer. In highly exceptional circumstances, schools may temporarily make use of external professionals or alternative off-site provision to deliver bespoke intervention that is unavailable in school. These provisions would normally be mapped out in a pupil's EHCP and therefore would be funded by the Local Authority.

The following principles should be adhered to:

- Provision being used must be listed on the Alternative Learning Provision Framework for Bristol, South Gloucestershire and North Somerset: [Find an Alternative Learning Provider \(bristol.gov.uk\)](https://www.bristol.gov.uk/alternative-learning-provision-framework)
- subject to due diligence checks by the school using the [LSP Alternative Provision Checklist](#).
- used on a short-term, temporary basis only. (Duration of between 12 to 20 weeks)
- working towards specific outcomes which are co-created with the school (and in line with EHCP outcomes where applicable)
- monitoring and reporting to school on attendance and progress in a timely manner.

In addition to the above, Schools will;

- work with families and pupils to ensure that the provision is matched to the pupil's needs
- ensure that a [Reduced Timetable Agreement](#) is in place and reviewed in line with the LSP Attendance Policy
- use the 'assess, plan, do, review' process to evaluate the impact of the provider and make appropriate adjustments as required.

Any off site provision in school hours must be considered as a temporary arrangement as stated in the LSP attendance policy and in The School Attendance (Pupil Registration) (England) Regulations 2024 [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukhr/2024/11/6) Regulation 11:6