



SEND Policy

Last Review Date September 2025
Next Review Date September 2026

The Aims of the Policy

- To make reasonable adjustments for those with additional needs by ensuring increased access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the centre alongside pupils who do not have SEN.
- To reduce barriers to progress by implement inclusion practices.
- To secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- To request, monitor and respond to parent/carers and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- Where possible, to support pupils with medical conditions full inclusion in all centre activities by ensuring consultation with health and social care professionals.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs?

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. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting.

How does our centre know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers/tutors, or the pupil’s previous centre/provision/school.
- Tracking of attainment outcomes indicate a lack of progress.

- Pupil observation indicates that they have additional needs in one of the four areas:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- A pupil asks for help

What should I do if I think my child may have special educational needs?

If you are a parent/carer and have concerns, then please firstly discuss these with the Head of Education. This may then result in a referral to a SENCo/appropriate professional. The Head of Education can be contacted by phone, by email or by calling in at the centre office and booking a time to meet in person.

- All parents/carer will be listened to and their concerns taken seriously. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the centre.

How will I know how the centre supports my child?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

- Pupils with a disability will be provided with “reasonable adjustments” to increase their access to the taught curriculum.
- The quality of teaching is monitored through several processes that includes:
 1. classroom observation by the senior leadership team and external verifiers
 2. ongoing assessment of progress made by pupils
 3. Work sampling on a termly basis
 4. Scrutiny of planning.
 5. Teachers/tutors meetings with the Head of Education
 6. Pupil and parent feedback when reviewing target attainment
 7. Whole centre pupil progress tracking
 8. Attendance and behaviour records
- Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in weekly meetings that are undertaken between by the Senior Leadership team.
- Where it is decided that action is required to support increased rates of progress, their progress will be carefully tracked.

- An individual assessment of the pupil will be undertaken to make an accurate assessment of their needs.
- Parents/carers are invited to early discussions about their child to support the identification of action to improve outcomes.
- If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents/carers and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teachers/tutors with advice from the Head of Education.
- Parents/carers will be informed that the centre considers their child may require SEN support and their partnership sought in order to improve attainments.
- SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets). Progress towards these outcomes will be tracked and reviewed termly with the parents/carers and the pupil.
- If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referrals to:
 1. AP Taskforce
 2. Social Services
 3. CAMHS (Child & Adolescent Mental Health Service)
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the centre’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.
- For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the centre or parents/carers may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

How will the curriculum be matched to my child’s needs?

Teachers and tutors plan using pupils’ achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the tutor to remove barriers to learning and enable them to access the curriculum more easily. In addition, they will be provided with additional support

that may include specialised equipment or resources, ICT and/or additional adult help.

How will I know how my child is doing?

- Attainments towards the identified outcomes will be shared with parents/carers termly through the centre reporting system.
- Parents/carers are encouraged to attend a termly meeting to discuss their child's progress with the tutor. For some pupils this will involve meeting with the Head of Education to further support the child's needs.

How will you help me to support my child's learning?

- Please contact the centre directly and we will always do everything we can to help you.

Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the admin department in partnership with parents/carers and if appropriate, the pupil themselves. Staff who administer medicine complete appropriate training. All medicine administration procedures adhere to the LA policy and DfE guidelines included within **Supporting pupils at centre with medical conditions (DfE) 2014**

What training does the staff supporting children and young people with SEND undertake?

The centre staff will receive appropriate training to meet the needs of these children. Examples of training received provided below:

Awareness training will be provided to all staff on:

- Speech and Language
- Supporting children with vocabulary and word finding difficulties
- Autism best practice
- How to support pupils with learning behaviours in the classroom
- Precision Teaching

How will my child be included in activities outside the classroom including centre trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all centre activities.

How will the centre prepare and support my child when joining or transferring to a new centre?

- A planned programme of transition.
- Parent/carers are invited to a meeting at the centre and are provided with a range of information to support them in enabling their child to settle into the centre routine.
- The Head of Education meets with new parents/carers of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another centre, the previous centre records will be requested immediately, and a meeting will be set up with parents/carers to identify and reduce any concerns.

Transition to the next centre

- Parents/carers will be encouraged to consider options for the next phase of education and the centre will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Parents/carers will be enabled to consider options for the next phase of education and may like to take advantage of the support offered
- Accompanied visits to other providers may be arranged as appropriate.

How are the centre's resources allocated and matched to children's special educational needs?

The centre receives funding from the commissioning school/Local Authority. Pupil Premium funding can also be used for pupils who meet certain criteria.

This funding is then used to provide the appropriate 1:1 support for pupils with special educational needs and disabilities through:

- 1:1 support
- Support from external agencies where appropriate
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

How is the decision made about how much support my child will receive?

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the Head of Education, EHCP Co-ordinator or ICDS representative and

parent/guardian. For pupils with an EHCP, this decision will be reached when the plan is being produced or annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- discussions with the Head of Education
- during parents/carers evenings/drop in sessions

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's centre placement, please contact the Head of Education.