Special Educational Needs Policy 2026-2027

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Definitions of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory School age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream Schools or mainstream post-16 institutions.

A child under compulsory School age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

All staff at Northleigh (the School) teach students with SEND and aim to deliver 'quality first' teaching and learning experiences as set out in the Teachers' Standards. The School support follows a graduated approach designed to improve attainment and secure desired outcomes.

By SEND we mean a learning difficulty or a disability that prevents, hinders, or inhibits a student from accessing our facilities and resources, limits progress or opportunities and constitutes a significant difficulty. Sensory and physical impairments, specific learning difficulties such as dyslexia and dyspraxia, conditions like diabetes, epilepsy, AD(H)D and some complex behavioural, emotional, or social difficulties, Autistic Spectrum Conditions and mental health disorders are among the disabilities that might be classed as SEN/D if they have significant impact on the student's ability to make progress, achieve potential and take a full part in School life.

Special educational provision means interventions which are additional to or different from those made for other students. We escalate and involve experts as needed to ensure progress as part of a graduated response, in line with the SEND Code of Practice, and follow DfE guidance when reviewing progress, updating targets and managing special provision:

https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in the West Midlands that have an Education, Health, Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health, and social care, as well as those provided by the private, voluntary and community sectors.

Mission Statement

Here at Northleigh,
We strive to achieve a happy, caring, safe and nurturing environment where. children can grow and develop to their full potential whilst following individual education programmes and study in beautiful surroundings, with staff who care very much about their safety, wellbeing, and progress.

We take the time to get to know our children well – aided by small group sizes, often 1:1.

The School aims to produce:
Happy, re-engaged young people who are equipped to confidently move forward in their lives.
It seeks to promote this through:
A truly personalised, student-led curriculum encompassing both academic and Therapeutic support that embeds within it the School's core values.

The Core Values

The School seeks to promote in its students are:

- Positive self-esteem
- Confidence in one's own judgement
- Self-reliance
- Ambition and Compassion
- Independence

1. Aims and objectives 'Every Teacher is a Teacher of SEN'.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. Promote independence, equality, and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

Objectives:

- Staff members seek to identify the needs of students with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding Schools or early years settings) prior to the child's entry into the School. Where needs have not been previously identified staff have an obligation to report observations to the School Principal.
- Monitor the progress of all students to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential.

- Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum. This will be co-ordinated by the School Principal/SEN Officer and will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all students' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the students' needs cannot be met by the School alone.
- Create a School environment where students can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in School and carefully monitoring the progress of all students at regular intervals.

2. Responsibility for the Coordination of SEN Provision

The person responsible for overseeing the provision for children with SEN is Elaine Simmons (School Principal).

The person co-ordinating the day-to-day provision of education for students with SEN is Louise Hayward (SEN Officer).

3. Arrangements for Coordinating SEN Provision

The SEN Officer will hold details of all SEN Support records such as the SEN Register, provision maps, strategy sheets and structured conversation minutes for individual students. All staff can access the following documents on the shared delivery file:

- Northleigh SEN Policy.
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs including student profiles and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements, enabling them to provide for the individual needs of all students.

This policy is made accessible to all staff and parents/carers, to aid the effective coordination of the School's SEN provision.

4. Admission Arrangements

Please refer to the School's Admission Policy.

5. Specialist SEN Provision

Northleigh is an inclusive School. In our School we support children with a wide range of needs. We are committed to whole School inclusion and will seek support and training from SEND services where appropriate.

6. Allocation of Resources for Students with SEN

All students with an Education Health Care Plan will have funding from their Local Education Authority. Students who do not have a Plan will need to be able to fund their place at the School in line with the fee structure in place, each academic School year.

It is the responsibility of the Senior Leadership Team and Trustees to agree how the allocation of resources are used.

7. Identification of Students Needs

Identification:
See definition of Special Educational Needs at start of policy.
A graduated approach: 'Every Teacher is a Teacher of SEN'.
Quality First Teaching: 'The baseline of learning for all pupils'.

1. Any student who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a student has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SEN Officer will be consulted as needed for support and advice and may wish to observe the student in class.
5. Through the above actions it can be determined which level of provision the student will need.
6. If a student has recently been removed from the SEN Register, they may also fall into this category as continued monitoring will be necessary.
7. Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and queries with the School.
8. The student is monitored if concern is raised by a parent or a teacher, but this does not automatically place the student on the School's SEN Register. Concerns are discussed with parents/carers. It is recorded by the School as an aid to further progression and for future reference.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess
In identifying a child as needing SEN support the subject teacher, working with the SEN Officer should carry out a clear analysis of the student's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The opinion and feelings of the individual and advice from external support services will also be considered.

Any parental/carers concerns will be recorded and compared with the School's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan
When it is decided to provide a student with SEN support, parents/carers will be informed in writing. Planning will involve consultation between the teacher, School Principal, SEN Officer, and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff, will be informed of their individual needs, the support that is being provided, any teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do
Teaching staff remain responsible for working with the students daily. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the classes. They will work closely with support staff and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SEN Officer.

Review
Reviewing student progress will be made termly. The review process will evaluate the impact and quality of the support and interventions. The SEN Officer will revise the support considering student progress and development, making any necessary amendments going forward, in consultation with parents/carers and staff.

Referral for an Education Health Care Plan
If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the School but can be requested by a parent/carer.

This will occur where the complexity of need or a lack of clarity around the needs of the student are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education Health Care Plan will be taken at a progress review involving parents/carers, SEN Officer, and School Principal, if applicable.

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

- Parents/Carers
- Staff
- SEN Officer
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education Health Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by a Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in School and parents will be involved developing and producing the plan.

2. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the School named in the Plan if it differs from their preferred choice.

3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents/carers and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

8. Access to the Curriculum, Information and Associated Services

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the School as is necessary, as far as possible, considering with the wishes of parent/carers and the needs of the individual.

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SEN Officer will consult with parents/carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in School and across the Family of Schools. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Students with SEN:
The SEN Officer and senior management team are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments about SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all students including those with SEN.

In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary. Setting appropriate individual targets that motivate students to do their best and celebrating achievements at all levels.

9. Inclusion of Students with SEN

The School Principal oversees the inclusion of students with SEN and is responsible for ensuring that it is implemented effectively throughout the School.

The School curriculum is regularly reviewed by the senior management team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and offsite provision.

The School will seek advice where appropriate around individual students, from external support services where appropriate.

10. Supporting Students where English is an Additional Language (EAL)

We aim to make our classroom environment as inclusive as possible. We know students who are literate in their first language can make rapid progress in English as they will be able to transfer many of their first language skills across to English. We also realise students may acquire the ability to communicate on a day-to-day basis in English quite quickly, but the level of language needed to fully access the curriculum is much deeper and more detailed, so children's understanding needs to be carefully monitored as they go through the School.

Students are encouraged to maintain their home language and use it in the School environment where possible as we recognise language is central to identity and must be valued.

Language develops best when used in purposeful context across the curriculum. The knowledge and skills developed in learning the first language aid the acquisition of additional languages. Teachers are responsible for monitoring the progress of the students they teach and for ensuring that children for whom English is an additional language are not disadvantaged.

11. Evaluating the Success of Provision

To make consistent continuous progress in relation to SEN provision the School encourages feedback from staff, parents/carers, and students during the academic year.

Student progress will be monitored on a termly basis in line with the SEN Code of Practice. Feedback from parents/carers can be given at any time through email contact and/or meetings.

12. Complaints Procedure

Refer to the School's Complaints Policy and Procedure. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the School Principal, who will be able to offer advice on formal procedures for complaint if necessary.

13. Training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.

The SEN Officer will attend relevant SEN courses, SEN meetings and facilitate/ signpost relevant SEN focused external training opportunities to all staff. All staff are offered training opportunities, and we recognise the need to train all our staff on SEN issues. The SEN Officer with the senior management team, ensures that training opportunities are matched to School development priorities and those identified through the use of provision management.

14. Links to Support Services

The School continues to build strong working relationships and links with external support services to fully support our SEN students.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our School. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SEN Officer. Any relevant information regarding students with SEN is discussed and if necessary, filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

15. Working in Partnerships with Parents

The School believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parents/carers views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.

The SEN Officer may also signpost parents of students with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up about the provision for their child.

16. Communication and Interaction
This refers to difficulties with speech, language, and communication and how students communicate with others. Students with Autistic Spectrum Disorder, which includes Asperger's Syndrome and Autism have a particular difficulty with social interaction.

17. Cognition and Learning
Learning difficulties cover a wide range of needs which can be moderate or severe. A specific learning difficulty affects one or more aspects of learning, for example, dyslexia, dyscalculia and dyspraxia.

18. Social Emotional and Mental Health
Difficulties with a wide range of social and emotional concerns. This may lead students to be withdrawn, isolated, display challenging, disruptive or disturbing behaviour. Mental health difficulties may include anxiety, depression, self-harming, substance misuse, eating disorders, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

19. Sensory and/or Physical
Difficulties with vision impairment, hearing impairment, multi-sensory impairment, which might require special support and or equipment to access learning or habitation support.

Approved by Trustees and to be reviewed in September 2027