



Bouncing Statistics

Overcoming the misunderstood conception

Special Educational Needs and Disability Policy

Lead member of staff: Ryan Blackwood
Review Cycle: Annually or in line with updates to legislation
Last Reviewed: July 2025
Next Review Due: July 2026

Mission Statement

We are committed to providing high-quality, inclusive education for all learners, including those with Special Educational Needs and Disabilities (SEND). We believe that all young people have the right to achieve their full potential, regardless of their individual learning needs. Our approach is collaborative, evidence-based, and fully aligned with the SEND Code of Practice (2014), promoting early identification, person-centred planning, and effective intervention.

Legal and National Context

This policy reflects our statutory duties under the following legislation:

- Children and Families Act 2014
- SEND Code of Practice (2014): 0 to 25 years
- Equality Act 2010
- Education Act 1996 (Part 4)
- Local Authority SEND Local Offers

The SEND Code of Practice defines SEND as:

A child or young person has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

This includes learners who:

- Have significantly greater difficulty in learning than the majority of their peers
- Have a disability that hinders access to educational facilities.

Graduated Response to SEND

Our support model follows the graduated approach:

1. Assess—Understand needs using observation, data, and feedback.
2. Plan—Create targeted support plans or adaptations
3. Do—Deliver planned support or differentiated instruction
4. Review—Evaluate effectiveness, adjust accordingly

Types of Support We Recognise:

- SEN Support (SS) - School-led additional provision
- Targeted SEN Support (TSS) - Small group or individual interventions
- Education, Health and Care Plan (EHCP) - Statutory, multi-agency plan
- Medical Support - For learners with healthcare needs

Staff Responsibilities

All Staff (Tutors, Engagement Officers, Support Staff):

- Implement inclusive strategies and Quality First Teaching (QFT).
- Make reasonable adjustments to support access to learning.
- Refer concerns using the SEND Concern/Referral Form.
- Use and contribute to Individual Support Plans (ISPs) or EHCP targets.
- Engage in SEND training and maintain CPD logs.
- Maintain accurate, confidential records in line with GDPR.

Tutors and Delivery Staff:

- Differentiate learning materials and delivery.
- Maintain awareness of pupils' needs, for example, visual, hearing, dyslexia, and autism.
- Share good SEND practices with colleagues.
- Communicate with SENCOs before and after sessions to support cumulative progress.

SEND Coordinator / Tutor Manager:

- Oversee policy implementation and compliance.
- Facilitate SEND audits and quality assurance.
- Liaise with external agencies and local authority SEND teams.
- Monitor intervention outcomes and provision mapping.
- Ensure staff are trained and supported.

Inclusive Practice and Teaching

We expect staff to:

- Use pupil voice and parental feedback in planning.
- Apply strategies aligned with Universal Design for Learning (UDL).
- Consider sensory, emotional, and environmental needs.
- Promote independence, emotional literacy, and resilience.

Examples include:

- Enlarged or coloured print materials
- Visual prompts, task boards, or timers
- Movement breaks or quiet spaces
- Simplified instructions or chunked tasks
- Alternative recording methods (e.g., dictation, visuals)

Communication and Collaboration

Collaboration is essential. Staff should:

- Attend or contribute to EHCP Annual Reviews.
- Liaise with SENCOs, teachers, parents, and external professionals.
- Refer to the SEND Local Offer for local area support.
- Use agreed SEND assessment templates to share progress and concerns.

Key meetings might include:

- PEP (Personal Education Plan) reviews for looked-after children
- Early Help meetings or Team Around the Child (TAC) sessions

Monitoring and Review

- This policy is reviewed annually by the safeguarding lead and the deputy safeguarding lead.
- Quality assurance visits, tutor observations, and data tracking ensure SEND provision is consistent and impactful.
- Pupil progress is reviewed every term through data, tutor feedback, and review meetings.

Supporting Documentation and Resources

Staff should familiarise themselves with and use the following resources:

Forms:

- SEND Concern / Referral Form
- Individual Support Plan (ISP) Template
- EHCP Feedback Form
- CPD and Training Log
- Session Adaptation Checklist

Guidance Documents:

- Tutor SEND Quick Reference Guide
- SEND Local Offer (specific to each local authority)
- NASEN and IPSEA professional guidance

Policy Statement for Families

We aim to build trust and transparency with families. Parents/carers will:

- Be informed of any concerns regarding their child's learning needs.
- Be invited to contribute to the planning and review of support.
- Have access to our SEND procedures and contacts.

For further support, families may consult:

- The Local Authority's SENDIASS service.
- The SEND Local Offer for information on available provision.
- Independent legal advice through IPSEA.