



SEND POLICY

2026-2027

OWNERSHIP: Everything Education School

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This policy sets out Everything Education School's approach to identifying, assessing and supporting pupils with special educational needs and disabilities (SEND), including pupils with Education, Health and Care (EHC) plans. It should be read alongside the Accessibility Plan, Equality, Behaviour, Safeguarding and Child Protection, Assessment, Admissions and Complaints policies.



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1.0 PURPOSE AND AIMS

Everything Education School is committed to high expectations, inclusion and ambitious outcomes for pupils with SEND. The school recognises that pupils may experience barriers to learning, participation, communication, emotional regulation, independence or access to the curriculum, and that these barriers may change over time.

The aims of this policy are to:

- identify pupils' needs accurately and at the earliest appropriate point;
- provide high-quality teaching and appropriate special educational provision;
- use a graduated approach of assess, plan, do and review;
- ensure reasonable adjustments are made for disabled pupils;
- work collaboratively with pupils, parents/carers, commissioners, local authorities and relevant professionals;
- support progress towards educational, social, emotional, independence and preparation-for-adulthood outcomes.

2.0 LEGAL AND STATUTORY FRAMEWORK

This policy has regard to the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years (current published version), the Independent School Standards and relevant statutory safeguarding guidance. Where qualifications are delivered, the school also follows the current Joint Council for Qualifications (JCQ) requirements for access arrangements and reasonable adjustments.

The school will keep its practice under review as national SEND reforms, statutory guidance and examination requirements are updated.

3.0 DEFINITIONS AND AREAS OF NEED

A pupil has SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to or different from that generally made for pupils of the same age.

The four broad areas of need used to support planning are:

- Communication and interaction, including speech, language and communication needs and autism.
- Cognition and learning, including specific and moderate learning difficulties.
- Social, emotional and mental health (SEMH).
- Sensory and/or physical needs.

The four areas are not labels and do not limit assessment. A pupil may have needs across more than one area, and presentation may be affected by trauma, attendance, health, safeguarding, communication, environmental factors or unmet learning needs.

4.0 PRINCIPLES OF SEND PROVISION

- Every teacher is responsible and accountable for the progress and development of the pupils they teach.
- High-quality, adaptive teaching is the first response to identified need. Additional support supplements rather than replaces effective teaching.
- Pupils are treated as individuals. Support is proportionate, evidence-informed and reviewed for impact.
- The school maintains high expectations and avoids allowing a diagnosis or label to reduce ambition.
- Pupil voice and parent/carer knowledge are integral to planning and review.
- Safeguarding, SEND and behaviour are considered together where a pupil's presentation may indicate unmet need or vulnerability.

5.0 ROLES AND RESPONSIBILITIES

5.1 Headteacher and Proprietor

- ensure that the school has appropriate leadership, staffing, resources and systems to support pupils with SEND;
- monitor the quality and effectiveness of SEND provision and compliance with applicable duties;
- ensure the curriculum, behaviour systems, safeguarding arrangements and accessibility planning take appropriate account of SEND;
- support the SENCO in the strategic development of SEND provision.

5.2 SENCO

- coordinates the day-to-day operation of this policy and provision for pupils with SEND;
- supports staff to identify needs and plan appropriate provision;
- maintains oversight of SEND records, provision maps, EHC plan requirements and review actions;
- liaises with parents/carers, local authorities, commissioners and external professionals;
- supports transitions and ensures relevant information is shared appropriately;
- supports examination access arrangements in conjunction with the examinations lead and qualified assessors where required.

5.3 Teachers and support staff

- know the needs, outcomes and agreed strategies for pupils they teach or support;
- plan and deliver adaptive teaching and implement agreed reasonable adjustments;
- monitor progress and contribute evidence to reviews;
- raise concerns promptly with the SENCO and safeguarding leads where appropriate;
- work collaboratively with teaching assistants and specialists, while retaining teacher accountability for learning.

6.0 IDENTIFICATION AND GRADUATED APPROACH

On admission and throughout placement, the school gathers and reviews available information, including EHC plans, previous school records, professional reports, safeguarding information, attendance, attainment, reading and numeracy data, pupil and parent/carers views, observations and baseline assessments.

Slow progress or low attainment alone does not automatically mean that a pupil has SEN. The school considers the whole pupil and seeks to distinguish SEN from other factors such as gaps in prior education, English as an additional language, attendance, trauma, health or contextual factors.

6.1 Assess - Plan - Do - Review

- Assess: build a clear picture of strengths, needs, barriers, baseline and desired outcomes.
- Plan: agree outcomes, strategies, adjustments, interventions, responsibilities, frequency and review points.
- Do: teachers remain responsible for implementation, supported by the SENCO, support staff and specialists as appropriate.
- Review: evaluate progress and impact using evidence, pupil voice and parent/carers feedback; continue, adapt, intensify or cease provision as appropriate.

Where a need remains unclear or progress is limited despite appropriate support, the school may seek advice from relevant professionals with appropriate consent and information-sharing arrangements.

7.0 EHC PLANS AND PARTNERSHIP WORKING

Where a pupil has an EHC plan, the school will use the plan as a key document for provision, outcomes and review. Staff working with the pupil will have access to the information they need to implement the specified provision safely and effectively.

- The school will contribute to statutory reviews and provide clear evidence of progress, attendance, provision delivered and current needs.
- Where provision cannot be delivered as described, or needs have changed materially, the school will raise this promptly with the relevant local authority/commissioner and parent/carers rather than allowing drift.
- The school will contribute evidence where an EHC needs assessment or reassessment is being considered.
- Multi-agency recommendations will be incorporated where appropriate, including advice from educational psychology, speech and language therapy, occupational therapy, health or other specialist services.

8.0 TEACHING, CURRICULUM AND REASONABLE ADJUSTMENTS

The school seeks to remove barriers to participation and learning while maintaining an ambitious, broad and appropriate curriculum. Reasonable adjustments are considered in relation to teaching, communication, routines, sensory needs, assessment, behaviour support, physical access and participation in enrichment.

Adjustments may include, according to assessed need:

- adapted instructions, chunking, modelling, pre-teaching and additional processing time;
- visual supports, structured routines, reduced language load or alternative communication approaches;
- small-group or 1:1 teaching for targeted periods where this has a clear purpose and review point;
- assistive technology, coloured overlays, enlarged print or other agreed aids;
- sensory or regulation strategies and access to appropriate quiet/low-stimulation space;
- adapted seating, movement breaks, task length or presentation;
- additional adult support where required by assessed need or an EHC plan;
- planned curriculum or timetable adjustments where proportionate, reviewed and not used to lower expectations unnecessarily.

Pupils with SEND will be enabled to participate in trips, physical education, careers activity and enrichment alongside peers wherever reasonably practicable, with individual risk assessment and additional support where needed.

9.0 ACCESS ARRANGEMENTS

Everything Education School follows the current JCQ Access Arrangements and Reasonable Adjustments requirements for qualifications within scope. Arrangements are based on evidence of need and the candidate's normal way of working; they are not awarded solely because of a diagnosis.

- The SENCO/examinations lead will ensure required evidence and applications are completed within published deadlines.
- Where specialist assessment is required, it will be undertaken by an appropriately qualified assessor in accordance with current JCQ rules.
- Approved arrangements will be implemented in internal assessments and normal teaching where appropriate so that they reflect the pupil's usual way of working.
- Records and data protection documentation will be retained securely and made available for inspection where required.

10.0 PUPIL AND PARENT/CARER PARTICIPATION

Pupils are supported to understand their strengths, needs, provision and goals in an age-appropriate way. Their views are sought before reviews and when significant changes to support are proposed. Communication methods are adapted where necessary so that pupils can participate meaningfully.

Parents/carers are treated as partners. The school will share relevant information, discuss concerns, explain planned support and provide opportunities to contribute to reviews. Consent will be sought where required for referrals or information sharing, subject to safeguarding and legal exceptions.

11.0 TRANSITION AND PREPARATION FOR ADULTHOOD

Transition planning begins early and is proportionate to the pupil's age and circumstances. For pupils in Years 9-11, planning will increasingly address education, employment or training, independence, community participation and health where relevant.

- share appropriate information with receiving schools, colleges, training providers or other settings;
- support visits, familiarisation and transition meetings where helpful;
- work with careers staff and external partners to identify realistic and ambitious post-16 pathways;
- ensure EHC plan outcomes and review recommendations inform transition planning.

12.0 SOCIAL, EMOTIONAL AND MENTAL HEALTH

The school recognises that behaviour may communicate unmet need. SEND does not excuse unsafe or harmful behaviour, but reasonable adjustments, communication needs, developmental level, trauma and disability must be considered when planning support and applying the Behaviour Policy.

- mentoring, trusted-adult support and structured check-ins;
- targeted work on emotional literacy, regulation, relationships and social communication;
- adapted behaviour support plans and proactive risk management;
- referral or liaison with appropriate health, therapeutic or local authority services where required.

13.0 MONITORING AND EVALUATING EFFECTIVENESS

The school evaluates SEND provision through a combination of quantitative and qualitative evidence. This includes progress from baseline, attendance and engagement, reading and curriculum assessment, progress towards EHC plan and individual outcomes, intervention impact, work scrutiny, lesson visits, pupil voice, parent/carers feedback, staff feedback and destination/transition information.

Provision that is not producing the intended impact will be reviewed and adapted. The purpose of additional provision is improved access, progress, independence and participation, not simply the allocation of adult hours.

14.0 COMPLAINTS AND CONCERNS

Concerns about SEND provision should normally be raised first with the relevant teacher, SENCO or Headteacher so that they can be resolved promptly. Formal complaints will be handled under the school's Complaints Procedure. Nothing in this process removes any statutory rights that a parent/carers or young person may have, including rights relating to EHC plans or disability discrimination.

15.0 RECORD KEEPING, CONFIDENTIALITY AND INFORMATION SHARING

- SEND records will be accurate, proportionate, secure and accessible to staff who need the information to support the pupil.
- Information will be handled in accordance with UK data protection law and the school's information governance arrangements.
- Relevant safeguarding information will be shared where necessary to protect children, in line with the Safeguarding and Child Protection Policy.
- Records of provision and review should make clear what was planned, what was delivered, the impact and any agreed next steps.

16.0 POLICY REVIEW

The Headteacher and SENCO will review this policy at least annually, and sooner where there is a significant change in legislation, statutory guidance, the school's registered provision or operational arrangements. The next scheduled review date is 1/9/2027.

APPENDIX 1 - SEND PROVISION CYCLE

Stage	Key question	Expected evidence
Assess	What are the pupil's strengths, barriers and current baseline?	Records, observations, assessment, pupil/parent voice, EHC plan/professional advice
Plan	What outcomes are we seeking and what will we do differently?	Provision plan/profile, adjustments, responsibilities, frequency, review date
Do	Is the agreed provision being implemented consistently?	Teaching records, intervention records, work, observations, attendance/engagement
Review	What difference has the provision made and what happens next?	Progress evidence, pupil/parent feedback, revised outcomes and provision

APPENDIX 2 - KEY REFERENCES

- Children and Families Act 2014 - Part 3
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0 to 25 years (current published version)
- Independent School Standards and current DfE guidance for independent schools
- Keeping Children Safe in Education 2026
- Current JCQ Access Arrangements and Reasonable Adjustments guidance
- Everything Education School Accessibility Plan, Equality Policy, Behaviour Policy, Safeguarding and Child Protection Policy, Assessment Policy, Admissions Policy and Complaints Procedure

Note: References are reviewed as guidance changes. Staff should use the current published version of statutory and examination guidance rather than relying on superseded editions.