



Policy Name	SEND
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Contents	
1	Aims
2	Vision and Ethos
3	Legislation and Guidance
4	Inclusion and Equal Opportunities
5	Definitions
6	Roles and Responsibilities
7	Admissions
8	Working with External Agencies
9	SEN Information Report
10	Our Approach to SEN Support
11	Training
12	Complaints
13	Monitoring and Evaluation

1. Aims

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with access to all aspects of school life
 - Help pupils fulfil their aspirations and achieve their best
 - Help pupils become confident individuals living fulfilling lives
 - Help pupils make a successful transition into adulthood
 - Communicate with pupils and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved
- Communicate with, and involve, pupils and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and Ethos

Our Vision

Our vision is to establish a small and highly personalised provision for 20 pupils with a range of SEMH and / or other special educational needs.

Through a whole child developmental approach, we will provide a supportive learning environment that holistically addresses their social, emotional and academic needs.

Our Ethos

Our ethos is built upon the recognition that each child is an individual, possessing unique talents, abilities, and potential waiting to be nurtured and celebrated. We embrace diversity and inclusivity, fostering an environment where every pupil feels valued, supported, and empowered to thrive.

We therefore value the importance of personalised education and will tailor our approach to meet the specific needs of each pupil. Through a holistic and nurturing approach, we aim to cultivate a culture of resilience and self-discovery, equipping our pupils with the tools they need to overcome challenges, embrace their strengths, and how to navigate difficulties.

We recognise the close link between SEND and mental health. Support is planned and reviewed jointly with safeguarding and wellbeing in mind, so that pupils' needs are identified early and responded to promptly.

3. Legislation and Guidance

This is based on 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 local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- This policy should be read alongside *Keeping Children Safe in Education* (2025), which highlights the important link between safeguarding and SEND.
- This policy should be read alongside the school's Accessibility Plan, which sets out how we will improve access to the curriculum, the physical environment, and information.

4. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that our pupils feel safe, confident and able to thrive.

5. Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for all of our pupils, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall into this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse Childhood Experiences <p>These needs can manifest in many ways, for example challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and Responsibilities

The SENCO

The SENCO will:

- Inform any parents/carers about any additionally identified SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and governors to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils, all of whom have an EHCP.
- Provide professional guidance to colleagues and liaise and work with staff, parents/carers, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- 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 and any updates to this policy
- 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

The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil gets the support they need
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to additional SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- 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
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils
- Make sure that all pupils from year 9 until year 11 are provided with independent careers advice

The headteacher

The headteacher will:

- Work with the SENCO and governors to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils, and their progress
- Make sure that the SENCO 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 early review
- With the SENCO, 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, 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 and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national trends, and use these to reflect on and reinforce the quality of teaching

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes 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

Parents or carers

Parents or carers 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. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to 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

The school will take into account the views of the parent or carer in any decisions made about the pupil.

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.

7. Admissions

As an Independent Special School, we only admit pupils with an Education, Health, and Care Plan (EHCP) where our provision has been (through collaboration) identified as a suitable placement through Local Authority consultation. Our admissions process is designed to ensure that we can meet each pupil's individual needs effectively.

This can be explored further in our **Admissions** policy.

8. Working with External Agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

9. SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

10. Our Approach to SEN Support

We adopt a holistic, strength-based approach to assessment, utilising the principles of the 7 C's Framework adopted by Judith Carter to fit the context of our school. This flexible and rounded approach allows us to assess using a 'whole child' model, ensuring that we support our pupils both in their personal and academic development.

This can be further explored in our **Pupil Assessment** policy.

Our Approach to Support Deployment

At New Avenue, support is deployed flexibly and responsively to meet the individual needs of pupils, many of whom present with complex profiles. Our model minimises overreliance on 1:1 teaching assistants, recognising that this is one of many different provisions that could be utilised and is not always practical or conducive to building independence, resilience, and relational security.

Principles of Support Deployment

- Support is based (and reviewed) on individual need, not on diagnostic labels or assumed levels of support.
- Our goal is to foster long-term independence, self-regulation, and successful engagement with learning and relationships.
- Support is designed to be inclusive and relational, building on strengths and empowerment.

Flexible Models of Support

- While some pupils may require 1:1 support at times, this would be targeted, time-bound, and regularly reviewed.
- Support may be delivered through class teams, key adult relationships, small-group interventions, therapeutic sessions, or structured classroom adaptations.
- Provision is adapted in real time based on pupil presentation, emotional readiness, and emerging priorities.

Staffing and Structures

- New Avenue deploys a multi-disciplinary team model, which includes teachers, teaching assistants, therapists, and key workers.
- Deployment is coordinated by senior leaders and the SENCo to ensure the most effective use of resources across all levels of provision.

Review and Accountability

- Support is reviewed termly in line with our 7Cs Framework, which enables targeted goal setting and evaluation across Cognition, Communication, Creativity, Control, Coordination, Curriculum, and Citizenship.
- Adjustments are made in response to progress, engagement, and evolving needs, and are discussed with parents/carers as part of the review cycle.

Interpretation of EHCPs

- EHCPs are interpreted in partnership with families and the local authority, with a focus on meeting the intended outcomes, not simply replicating provision types (e.g. 1:1 support).
- We are committed to delivering person-centred, strengths-based provision that equips pupils for long-term success beyond the classroom.

Maintaining an EHCP

- All staff working with the child must be aware of the EHC plan.
- All students should have short term targets set which are reviewed regularly. They should be accompanied by strategies which will help them meet these targets.
- Annual Review: These reviews (annually) the EHCP or and its provision for that student. An interim review can be called if there is concern raised about a student or if changes are needed to be made to the EHCP.
- The SENCo will collate up-to-date school information relating to the student prior to the Annual Review meeting including professional contributions, as well as the views of the student and of their parent(s) / carer(s).
- The SENCo will attend the meeting, making sure key staff's views are represented or that key staff also attend where appropriate.
- The meeting will be conducted according to a person-centred review process.
- Beginning in Year 9, annual reviews will include a clear focus on Preparing for Adulthood outcomes: employment, independent living, community inclusion and health. Relevant agencies and prospective post-16 providers will be invited to Year 10 and Year 11 reviews to support effective transition planning.

Monitoring and Evaluation of EHCP Outcomes

- EHCP outcomes are integrated with the 7Cs framework.
- Aside from annual reviews, outcomes are reviewed termly through collaborative progress meetings.
- Questionnaires are sent to both pupils and parents/carers to gather areas of strength and development.
- Data from the questionnaires is collated and used to inform smaller step targets towards the EHCP outcomes.

Attendance and Safeguarding

Attendance is monitored closely for all pupils with EHCPs. Patterns of absence are treated as potential safeguarding indicators and are considered in every review of support and provision.

11. Training

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Complaints

Our complaints procedure can be found in our **Complaints** policy.

Where parents have concerns about our school's provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher in the first instance. They will be handled in line with the school'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.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

Parents and carers can also seek impartial advice and support from the local Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS).

13. Monitoring and Evaluation

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives set out in section 1, and will ensure we review staff competence, monitor pupil assessment and fully embrace comments/feedback from parents/carers.

This policy will be reviewed by Anthony Merriman annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. This will be approved by the full governing board.

Progress against the Accessibility Plan is considered alongside this policy to ensure that duties under the Equality Act 2010 are fully met.

Updates

Dates	Comments
05/02/25	The Governing board (years 9-11 provided with careers advice)
05/02/25	Admissions section added
05/02/25	Our approach to SEN support
11/05/25	Our approach to SEN support
02/10/25	Vision and Ethos, Legislation and guidance, Our approach to SEN support, Monitoring and Evaluation, Complaints