

Special Educational Needs & Disabilities (SEND) Policy

Purpose

Next Steps Ed is committed to providing an inclusive environment where every student, regardless of their needs or abilities, can achieve their full potential. This policy outlines our approach to identifying, supporting, and meeting the needs of students with special educational needs and disabilities (SEND).

Legislative Framework

This policy complies with:

- The Children and Families Act 2014.
- The Special Educational Needs and Disabilities Code of Practice: 0-25 Years (2015).
- The Equality Act 2010.
- Working Together to Safeguard Children (2023).

Definitions

A student is identified as having SEND if they have a learning difficulty or disability that calls for special educational provision, which is additional to or different from that made generally for other children of the same age.

Categories of SEND:

- Communication and Interaction: Includes speech, language, and communication needs (SLCN) and autism spectrum disorder (ASD).
- Cognition and Learning: Includes moderate learning difficulties (MLD), severe learning difficulties (SLD), and specific learning difficulties (SpLD) such as dyslexia.
- Social, Emotional, and Mental Health (SEMH): Includes anxiety, depression, or attachment disorders.
- Sensory and/or Physical Needs: Includes visual impairment (VI), hearing impairment (HI), and physical disabilities (PD).

Objectives

- To identify students with SEND as early as possible.
- To ensure every student with SEND has access to a broad, balanced, and differentiated curriculum.
- To work collaboratively with parents, carers, and external agencies to support students with SEND.
- To regularly monitor and review progress to ensure interventions are effective.
- To provide staff with training and resources to meet the needs of students with SEND.

Roles and Responsibilities

Special Educational Needs Coordinator (SENCO)

The SENCO is responsible for:

- Coordinating SEND provision across the school.

- Ensuring the SEND policy is implemented effectively.
- Identifying and assessing students with SEND.
- Liaising with parents, staff, and external agencies.
- Maintaining the SEND register and ensuring accurate records.
- Monitoring and reviewing the effectiveness of interventions.

Teachers and Support Staff

All staff are responsible for:

- Adapting their teaching to meet the needs of students with SEND.
- Identifying students who may have SEND and referring them to the SENCO.
- Implementing strategies and interventions as advised by the SENCO.
- Monitoring student progress and providing feedback.

Senior Leadership Team (SLT)

The SLT is responsible for:

- Supporting the SENCO and ensuring adequate resources are available for SEND provision.
- Overseeing the strategic development of SEND provision.

Identification and Assessment

Early Identification

Next Steps Ed is committed to early identification of SEND through:

- Ongoing teacher observations and assessments.
- Baseline assessments during admission.
- Concerns raised by parents/carers or external professionals.

Graduated Approach

We follow the graduated approach outlined in the SEND Code of Practice:

- Assess: Identify the student's needs through observations, assessments, and input from parents/carers and external professionals.
- Plan: Develop a plan of action, including specific interventions and support.
- Do: Implement the plan, ensuring regular monitoring and adjustments as needed.
- Review: Evaluate the effectiveness of the plan and make necessary changes.

Provision and Support

Individual Education Plans (IEPs)

Students with SEND will have an IEP outlining:

- Specific targets and outcomes.
- Strategies and interventions to support progress.
- A review timeline to assess the effectiveness of the plan.

Support Levels

- Universal Support: Quality first teaching that is differentiated for all learners.

- Targeted Support: Small group interventions or short-term support.
- Specialist Support: Individualized programs or external agency involvement for students with complex needs.

Access to the Curriculum

We ensure students with SEND have access to a broad and balanced curriculum by:

- Adapting resources and teaching methods.
- Providing additional support, such as teaching assistants or specialist equipment.
- Creating personalized timetables if required.

Involving Parents and Carers

We value the input of parents and carers and will:

- Involve them in all stages of the SEND process.
- Provide regular updates on their child's progress and well-being.
- Offer guidance and resources to support their child at home.

Working with External Agencies

We work collaboratively with external agencies to provide additional support, including:

- Educational psychologists.
- Speech and language therapists.
- Occupational therapists.
- Child and Adolescent Mental Health Services (CAMHS).
- Local authority SEND teams.

Transition Support

We provide tailored support for students with SEND during key transitions:

- Starting School: Liaison with previous schools and professionals to ensure a smooth transition.
- Between Year Groups: Handover meetings to share key information.
- Post-16: Guidance and support to prepare students for further education, training, or employment.

Training and Development

Next Steps Ed is committed to providing staff with:

- Regular training on SEND strategies and interventions.
- Access to resources and tools to support students with SEND.
- Opportunities to collaborate and share best practices.

Monitoring and Evaluation

The effectiveness of SEND provision will be monitored through:

- Regular review of IEPs and student progress.
- Feedback from parents, staff, and students.
- Annual policy reviews by the SENCO and SLT.

Complaints Procedure

If parents or carers have concerns about SEND provision, they should:

1. Discuss the concern with the SENCO.
2. If unresolved, escalate the matter to the Headteacher or SLT.
3. As a final step, follow the school's formal complaints procedure.

Policy Review

This policy will be reviewed annually by the SENCO and governing body to ensure it remains aligned with statutory guidance and meets the needs of our learners.

Key Contacts

- SENCO: Mica Smith
- Designated Safeguarding Lead (DSL): Olivia Campbell

This policy reflects Next Steps Ed's commitment to ensuring all students with SEND are supported to achieve their potential in a safe and inclusive environment.

Policy Review Date: 10th December 2025

Policy Approved By: Mica Smith - Director