



Special Educational Needs and Disabilities (SEND) - England

Education Universal

Policy Author	Laura Dickie, Head of Policy Tonia Lewis, Education and Quality Improvement Lead
Approval Date	Feb 2026
Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
Next Review Date	Feb 2029
Version No.	001
Policy Level	Education
Staff groups affected	Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Richard Winzor

Proprietor Representative/Regional Lead

Samantha Price

Principal



Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school/college owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. School Profile

Cambian Spring Hill School is a wholly independent school for children and young people, aged between 8 and 19, with a primary diagnosis of autism; every student has an Education and Health Care Plan (EHCP). Spring Hill School offers day and residential places (either on a 38 or 52 week basis) and there are two, OfSTED registered 6-bedroom Children's Homes on campus.

At Spring Hill School, there is a culture of high expectations and aspirations. We believe all students, regardless of SEND, have the right to an outstanding education and the opportunity to achieve their potential. Everybody is expected to work together in a consistently supportive and purposeful way. We pride ourselves on our collaborative approach, involving children and young people (as appropriate), staff parents/carers and other stakeholders. **#SpringHillSPIRIT** and **#SpringHillPRIDE** are the cornerstones of the school.



2. Purpose

This policy applies to Spring Hill School and sets out the organisational standards for the safe, compliant and responsible identification of, and support for, learners with Special Educational Needs and Disabilities.

It provides a universal framework and outlines the expectations that apply to:

- Staff
- Senior leaders
- Learners
- Visitors and contractors (where relevant)

This policy enables Spring Hill School to meet statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high-quality provision.

2. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.



Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A-C**.

3. Legal and Regulatory Context

Spring Hill School is a non-S41 independent school which is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A–C**, which summarise the legal, regulatory and inspection requirements for England, Wales and Scotland.

4. SEND

Our school identifies and supports learners with Special Educational Needs and Disabilities at the earliest opportunity so they can access a broad and balanced curriculum. We take a whole-organisation approach: all members of the multi-agency team recognise needs, adapt teaching and assessments and plan to remove barriers in advance and/or when they arise. Teachers and Learning Support Assistants (LSA) set high expectations for every learner, use appropriate assessments (for example GL standardised assessments and clinical reports) to establish baselines, tailor ambitious targets, and plan lessons that anticipate and address potential areas of difficulty. Spring Hill is an inclusive school: learners who join us are offered appropriate support and reasonable adjustments to enable effective access and progress.

We work in partnership with parents/carers, social workers (where relevant) and learners themselves. Early identification and timely intervention improve long-term outcomes. High-quality teaching is the foundation of effective SEND support, and the quality of teaching and the progress of learners with SEND are core to performance management and professional development.

5. Definition and Identification

A learner has SEND where a learning difficulty or disability calls for provision that is additional to or different from that generally available to peers of the same age. Indicators include significantly slower progress from the same baseline, failure to sustain/improve previous rates of progress, widening attainment gaps, or social/emotional needs that impede learning. Identification may arise through transition information, teacher and/or LSA observation, progress data, external professional advice, or concerns raised by the learner or parents/carers.

We distinguish language acquisition from SEND. For England and Wales, we refer to English as an Additional Language (EAL); in Scotland we use English for Speakers of Other Languages (ESOL) — so the policy uses EAL consistently. We remain alert to other events (e.g., bereavement or bullying) which affect wellbeing and achievement; these do not automatically constitute SEND, but may require support.

Planning considers the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory/Physical. To reflect national usage, we write SEMH (England & Wales) and recognise that



individual profiles vary, may cross areas, and change over time. Specific profiles such as SLCN, Autism/ASC, dyslexia, dyscalculia and dyspraxia are supported through targeted, evidence-based approaches.

6. Admissions

We welcome learners with additional needs and apply our duties not to discriminate and to make reasonable adjustments. Baseline assessment appropriate to phase, (for example CAT4, GL, progress tests in core subjects) is undertaken on entry. When students start at Spring Hill, they enter the iSTART Programme where they receive comprehensive academic and clinical assessments to inform next steps of learning. Where needs are already known, families and relevant stakeholders share relevant reports at enquiry/admissions; key staff, such as the Admissions and Transitions Coordinator and/or Registered Manager may meet the learner and parents/carers/social worker. Learners are admitted where appropriate support and reasonable adjustments can be provided.

England: EHC plan naming/consultation duties apply.

7. Roles and Responsibilities

- **The Principal**, Samantha Price, ensures strategic oversight, compliance and appropriate resourcing.
- **The SENDCo**, Emma Heyes, provides strategic and operational leadership for SEND, coordinates the graduated response, maintains accurate records and registers (including EAL) where relevant), advises staff, liaises with external specialists, leads training, and quality-assures impact.
- **The Admissions and Transitions Coordinator**, Carlie Moran, is responsible for coordinating and planning seamless transition in to Spring Hill and supporting the identification of future provision, (college, apprenticeships), once students leave
- **Teachers, Higher Level Teaching Assistants (HLTA) and Learning Support Assistants** are responsible for the progress and development of learners they teach, integrate targeted support into classroom practice, and collaborate with support staff and specialists.
- **The Clinical Team** identify post admission data to ensure need can be met and support additional assessments driven through the iSTART programme. They also offer intervention support, as and when appropriate, throughout the learners' journey

For support roles we use LSA and HLTA to deliver in-class support and time-limited interventions aligned to agreed outcomes; daily debriefs and weekly planning ensure support links to the taught curriculum.

8. Graduated Response to SEND Provision

All students at Spring Hill School experience quality first teaching from an appropriately experienced and suitably qualified member of staff and benefit from small class sizes with the additional support of Learning Support Assistants. Our onsite team of clinicians includes a Speech and Language Therapist, Occupational



Therapist, Clinical Psychologist, THRIVE™ Practitioner and Therapy Assistant; if needed, we commission external Education Psychology specialists. All teaching staff are responsible and accountable for the progress of the students they teach. Where a student is not making the expected progress for their ability, and considering their baseline data, we use a multidisciplinary approach when initiating an intervention and monitoring its' success and impact; these are monitored by the SENCo. The standard of teaching throughout school is regularly observed through formal learning and informal observation (e.g. learning walks); student progress is monitored and challenged through regular progress meetings which is overseen by members of the school leadership team.

The short-term outcomes listed in the EHCP form the basis of the school's EHCP Review. The form tutor works alongside the SENCo, clinical team, Vice Principal, and Keyworker (if residential) highlighting areas that require further development. If the outcomes require specific input, these are identified so that responsibility for allocating support/provision, monitoring, reviewing and feeding back progress is carried out in a timely manner. Students and their families are always aware of the outcomes and, where appropriate, are involved in setting and monitoring them.

9. Use of External Specialists

Where progress against Section F outcomes remains limited, despite well-matched support, we involve appropriate specialists (for example CAMHS, Education Psychology, alternative provision etc...), record decisions and actions, and share them with parents/carers, Social Care (if relevant) and other relevant stakeholders. To support with examination Access Arrangements, we commission the services of an Educational Psychologist to enable us to identify appropriate intervention as per JCQ regulations.

10. Curriculum Access, Timetabling and Provision Mapping

All learners are entitled to a broad and balanced curriculum. Teaching and support staff set high expectations, adapt teaching and assessment and use personalised approaches which are documented via Individual Learning Plans (ILP's). Every students at Spring Hill School has a timetable that is personalised to their requirements; these are initially identified via the iSTART process and tailored as and when required. If a student wishes to study a curriculum area that is nor ordinarily delivered as part of the offer, such as psychology, we look to source this via a reputable online provider.

Targeted interventions and reasonable adjustments are mapped and monitored for efficacy. The Clinical team maintain their own data sets and audit and report accordingly however information is shared to inform cohesive provision. We monitor effectiveness of intervention and the wider curriculum so provision remains purposeful. Learners' targets are **SMART**: Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed; they are co-produced with learners and parents/carers, integrated with assessment/recording systems, and shared with relevant staff.



11. Data, Records and Information Sharing

We maintain accurate, current records of needs, provision, outcomes and impact, and can evidence progress and effectiveness during inspection (OfSTED, Local Authority). We share information with parents/carers in accessible formats and retain robust evidence of support over time. Parents/carers receive weekly written reports and a comprehensive end of term report three times a year. The Spring Hill website contains all statutory policies and other helpful information about the school. We gain consent from parents/carers and the children to ensure that we have appropriate permissions in place in respect of sharing images. All data processing complies with the UK GDPR and Data Protection Act 2018.

12. Partnership with Parents/Carers and Learner Voice

Parents/carers are partners in decision-making. We meet, as required, to set outcomes, review progress, agree responsibilities or share concerns/celebrate success. Annual/interim review meetings are chaired by the SENCo and include key staff members which may differ, depending on the needs of the individual student. Learners contribute their views directly or through structured preparation. Records of decisions, actions and support are recorded, shared with parents/carers and relevant staff; our management information system is updated accordingly.

13. Complaints, Appeals and Governance

The school's Complaints Policy is available on the school website and details how a complaint can be raised and how the complaint will be managed.

Spring Hill School prides itself on having close, regular and positive communication with parents, carers, families and other professionals. However, in the event that parents/carers are not entirely happy with something related to school, they should first raise their concerns, informally, with their child's form tutor. Alternatively, if the concern raised is in regard to a staff member, contact should be made to Samantha Price (Principal). The school will try to resolve the complaint informally in the first instance. If this does not resolve the matter, parents are welcome to submit their complaint formally following the complaints procedure (refer to Complaints policy), which is available on request or accessible through the school's website.

14. Equality, Accessibility and Continuous Improvement

We comply with the Equality Act 2010, make reasonable adjustments and maintain an Accessibility Plan which is published on our website. We plan proactively to remove barriers so learners with SEND can participate fully, achieve their best and make a successful transition to adulthood—whether into employment, further or higher education or training.

The school follows the statutory responsibilities placed on it by the DDA, as amended by the SEN and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.



Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendices

Appendix A – Legal and Regulatory Framework in England



Appendix A — England

England's SEND framework is grounded in statutory duties, government regulation and Ofsted inspection expectations.

1. Children and Families Act 2014 (Part 3 — SEND)

What this means:

- This Act is the legal foundation for SEND in England, establishing the duties around Education, Health and Care Plans (EHCPs), local authority responsibilities, and rights for children and young adults up to age 25.

What this requires:

- Sites must identify SEN, arrange appropriate provision, participate in multi-agency working, and adhere to statutory timelines and processes for EHC assessments and plans.
- **Link:** Children and Families Act 2014
<https://www.legislation.gov.uk/ukpga/2014/6/contents>

2. SEND Regulations 2014 (Special Educational Needs and Disability Regulations 2014)

What this means:

- These regulations outline the statutory processes for EHC needs assessments, EHC plans, consultation duties, reviews, transfers, and the provision of advice and information.

What this requires:

- Clear, timely SEND procedures; compliance with EHC assessment and review duties; and coordinated information gathering across education, health and care.
- **Link:** Special Educational Needs and Disability Regulations 2014
<https://www.legislation.gov.uk/uksi/2014/1530/contents>

3. Equality Act 2010 (Education Duties)

What this means:

- Sites must eliminate discrimination, advance equality and foster good relations for disabled learners. SEND provision supports these duties by ensuring reasonable adjustments, inclusion and accessibility.



What this requires:

- Inclusive, accessible SEND practice; anticipatory adjustments; and curriculum adaptations for diverse needs, including in FE.
- **Active link:** Equality Act 2010 — Education Guidance
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

4. Ofsted — Education Inspection Framework (EIF)

What this means:

- Ofsted evaluates curriculum quality, inclusion, personal development, behaviour and safeguarding. SEND provision directly affects the Quality of Education and Personal Development judgements.

What this requires:

- A coherent SEND-inclusive curriculum; evidence of adaptations; effective support for learners with SEND; and strong safeguarding culture.
- **Active link:** Education Inspection Framework (Ofsted)
<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025>

5. Safeguarding — Keeping Children Safe in Education (KCSIE)

What this means:

National safeguarding expectations require education settings to support learners' understanding of safety, risk and help-seeking, with SEND learners recognised as potentially more vulnerable.

What this requires:

- SEND-inclusive safeguarding education; risk awareness; digital resilience; clear information on reporting, boundaries and protective behaviours.
- **Active link:** Keeping Children Safe in Education (KCSIE)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>