Special Educational Needs and Disabilities (SEND) Localised Policy

Policy Author / Reviewer	Laura Sharman
Approval Date	September 2026
Policy Level	Local
Staff Groups Affected	All Staff

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1. Monitoring and Review

The Policy Author will undertake a formal review of this policy no later than one year from the date of approval. An earlier review may be conducted if there are significant changes to to legislation, regulatory requirements, or best practice guidance necessitate it. The review will assess the effectiveness of the policy and the extent to which related duties have been fulfilled.

Signed: 

Laura Sharman

Date: September 2026

2. Introduction

Our school is committed to providing a nurturing, inclusive, and aspirational learning environment for all pupils, particularly those with Special Educational Needs and Disabilities (SEND). We recognise that every child is unique and aim to meet their individual needs through personalised, trauma-informed, and therapeutic approaches.

3. School Context

We are a specialist provision for children and young people aged 7-19 years with ASD and complex needs. Our school has:

- 11 classes across two floors
- High staff-to-student ratio
- 1:1 support for most pupils
- A sensory room, gym, and therapeutic spaces
- A behaviour philosophy rooted in connection before correction

4. Aims and Objectives

- To identify and meet the needs of pupils with SEND early and effectively
- To ensure pupils with SEND have access to a broad, balanced, and relevant curriculum
- To promote emotional regulation, communication, and independence
- To work collaboratively with families, external agencies, and the local authority

5. Identification and Assessment

We follow a graduated approach:

• Universal: High-quality teaching with inclusive strategies (e.g. visual timetables, Zones of Regulation, sensory breaks)
• Targeted: Small group interventions
• Specialist: Individualised programmes with input from therapists, EPs, and medical professionals

Upon admission there is a 12-week assessment period where documentation from the previous setting is reviewed to inform planning, academic baselining takes place to give an accurate starting point and clinical assessments are completed to inform individualized MDT programmes. This helps to build upon information gathered from the EHCP and parental input during the rigorous assessment which takes place as part of the referral and placement offer process.

6.Provision and Support

Provision is personalised and may include:

- Adapted curriculum and resources
- Communication aids (e.g. PECS, AAC devices)
- Sensory integration strategies
- Co-regulation and emotional literacy support
- Access arrangements for assessments

7. Roles and Responsibilities

- SENDCo: Oversees provision, coordinates EHCPs, liaises with professionals
- Class Teachers: Deliver inclusive teaching and monitor progress
- Support Staff: Provide 1:1 and small group support
- Senior Leaders: Ensure strategic oversight and resource allocation

8. Working with Families

We value strong partnerships with families through:

- Regular reviews and meetings
- Parent coffee mornings
- Transparent communication and shared decision-making

9. Training and Development

Staff receive ongoing CPD in:

- Autism strategies
- Trauma-informed practice
- Communication and emotional regulation
- Safeguarding and therapeutic approaches

10. Monitoring and Evaluation

We monitor SEND provision through:

- EHCP reviews
- Pupil progress tracking
- Staff feedback and reflective practice
- Annual policy review

11. Complaints

Complaints related to SEND should follow the school's complaints procedure. We encourage early resolution through dialogue with the SENDCo or Head of Student Development.