

Special Educational Needs and Disabilities (SEND) - England

Education Universal

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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.



September 2026

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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. Local School Profile

Cambian Wisbech School is an independent, DfE registered, coeducational specialist day school in Wisbech, Cambridgeshire for pupils aged 7 to 17. The school operates across two sites, with Sessions House providing the primary phase and Anglia Way providing the secondary phase. The school specialises in supporting pupils with social, emotional and mental health needs and associated additional needs. All pupils have an Education, Health and Care Plan. Provision is personalised and designed to re engage pupils with education, remove barriers to learning and support successful preparation for adulthood. The school promotes the values Aspire, Achieve, Engage, Empower and Excel across both sites.

2. Purpose

This policy applies to Cambian Wisbech 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 (SEND).

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

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

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

2. Scope (Universal Application)

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. Local Adaptation Requirement

This policy has been locally adapted for Cambian Wisbech School. Local procedures reflect the school's two site structure and the statutory framework for SEND in England, including Education, Health and Care Plan duties, safeguarding requirements and the school's quality assurance arrangements.

The England specific provisions in this policy apply to Cambian Wisbech School. The universal content remains applicable where it is consistent with the statutory and regulatory requirements for England.

- All local additions must be:
- Accurate
- Up to date



- Consistent with national legislation and regulator guidance
- Fully aligned with the universal standards in this policy

Where no local adaptation or local equivalent is required, the universal content remains fully applicable.

4. Legal and Regulatory Context (Universal)

Cambian Wisbech School is governed by the statutory duties, safeguarding requirements and inspection arrangements that apply in England. The universal standards in this policy are implemented in line with Appendix A, which summarises the legal, regulatory and inspection requirements for England.

5. SEND Policy

Cambian Wisbech School identifies and supports learners with SEND at the earliest opportunity so they can access a broad and balanced curriculum across Sessions House and Anglia Way. We take a whole school approach: all members of the staff team and relevant multi agency professionals recognise needs, adapt teaching and assessment and plan to remove barriers in advance. Teachers and Instructors set high expectations for every learner, use appropriate assessment to establish baselines and ambitious targets and plan learning that anticipates and addresses potential areas of difficulty. All pupils have an Education, Health and Care Plan and receive personalised support and reasonable adjustments to enable effective access and progress.

We work in partnership with parents and 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.

6. 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/tutor observation, progress data, external professional advice, or concerns raised by the learner or parents/carers.

We distinguish language acquisition from SEND. In England we refer to English as an Additional Language (EAL). We remain alert to other events such as 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 or Physical. We use the term SEMH and recognise that individual profiles vary, may cross areas and may change over time. Specific profiles such as SLCN, Autism or

ASC, dyslexia, dyscalculia and dyspraxia are supported through targeted, evidence based approaches.

7. Admissions

We welcome learners with additional needs and apply our duties not to discriminate and to make reasonable adjustments. Baseline assessment appropriate to the pupil's phase is undertaken on entry. Families and placing authorities share relevant reports during enquiry and admissions and the SENDCo may meet the learner, parents or carers and social worker. As all pupils at Cambian Wisbech School have an Education, Health and Care Plan, admissions are considered through the statutory consultation process and the school assesses whether it can reasonably meet the needs and provision specified in the plan.

Education, Health and Care Plan naming and consultation duties apply. Each pupil's plan is implemented and reviewed in line with statutory requirements and the arrangements of the placing local authority.

8. Roles and responsibilities

- **The Headteacher, Tawanda Madhlangobe**, ensures strategic oversight, compliance and appropriate resourcing.
- **The Deputy Headteacher and SENDCo, Naomi Flaherty**, 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 across both sites.
- **Teachers/Instructors** are responsible for the progress and development of learners they teach, integrate targeted support into classroom practice, and collaborate with support staff and specialists.

Teaching Assistants provide in class support and time limited interventions aligned to agreed outcomes. Daily briefings and debriefs and planned review arrangements ensure support remains linked to the taught curriculum and to each pupil's Education, Health and Care Plan outcomes.

9. Graduated response (Assess–Plan–Do–Review)

We follow an evidence-based cycle.

Assess. Teachers, Instructors and the SENDCo build a rounded understanding of need using assessment information, progress data, observation, screening tools where used, learner views, parent and carer input and specialist advice where required. We consider reasonable adjustments under the Equality Act and, for EAL learners, the interaction between language acquisition and potential SEND.

Plan. Needs, outcomes, strategies, interventions and review dates are co-produced with the learner and parents/carers, recorded on our information system and shared with relevant staff. Provision is selected on the basis of the best available evidence and staff competence.



Do. Teachers and Instructors retain accountability for progress, integrate targeted interventions with classroom learning and coordinate with support staff and specialists. The SENDCo supports problem solving, fidelity and further assessment where needed.

Review. Impact is evaluated with the learner and parents or carers. Provision is refined or escalated as appropriate. Education, Health and Care Plans are reviewed at least annually in line with statutory requirements and more frequently where need or circumstances require.

SEND intervention

Assess, plan, do review flow chart.

Initial assessments carried out with student.

NGST - New Group Spelling Test

NGRT – New Group Reading Test

BKSB - Basic Key Skills Builder

If the student has a lower Standard Age Score (SAS) than 85.

SENDCo to carry out observation in class on main area of need.

Discussion with SLT to discuss possible intervention needs

Intervention put into place for initial half a term.

Report started with main area of need and plan for the initial intervention.

SENDCo to Assess, plan, do, review.

SENDCo to meet after 3/6 weeks with Head teacher to discuss review of intervention complete individual report.

Does the existing EHCP or provision require review or amendment?

Yes

No

Meeting with staff team to hand over intervention.

Plan in place for SENDCo to meet half termly with staff completing intervention, to update report and continue with assessments and feedback.

10. Education, Health and Care Plans and external specialists

As all pupils at Cambian Wisbech School have an Education, Health and Care Plan, the school works with the relevant local authority to implement, review and where necessary seek amendment of each plan and to deliver all specified provision, making reasonable adjustments. Where progress remains limited despite well matched support, we involve appropriate specialists, for example educational psychology, speech and language therapy, occupational therapy, medical or therapeutic services. Decisions and actions are recorded and shared with parents or carers and relevant staff. Information on services and access routes is available through the Cambridgeshire Local Offer and, where a pupil is placed by another authority, the placing authority's Local Offer.

11. Curriculum access, timetabling and provision mapping

All learners are entitled to a broad and balanced curriculum. Teachers/Instructors set high expectations, adapt teaching and assessment, and use small-steps approaches through individual plans where helpful. Classroom inclusion is the default; withdrawal is used only when it is demonstrably the most effective, time-limited route to agreed outcomes, and loss of core learning is avoided wherever possible. In some circumstances, adjustments (for example reducing a modern foreign language) may be considered where this is in the learner's best interests and aligned to agreed outcomes.

We maintain a termly provision map that captures targeted interventions and reasonable adjustments across sites, and we monitor effectiveness so provision remains purposeful. Learners' targets are **SMARTER**—Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed—co-produced with learners and parents/carers, integrated with assessment/recording systems, and shared with relevant staff. We avoid common pitfalls (imprecise wording, unclear ownership, lack of learner voice, weak linkage to assessment) and build on strengths (secure knowledge of the learner, strengths/interests, realistic timeframes, resourcing, and parent/carer involvement).

12. Data, records and information sharing

We maintain accurate, current records of needs, provision, outcomes and impact and can evidence progress and effectiveness during Ofsted inspection. We share information with parents and carers in accessible formats, including plan trackers aligned to Education, Health and Care Plan objectives, and retain robust evidence of support over time. All data processing complies with the UK GDPR and Data Protection Act 2018.

13. More able learners and SEMH

Exceptionally able learners are supported through differentiation, enrichment, stretch and, where appropriate, specialist programmes. SEMH needs are supported through effective pastoral systems, targeted interventions and multi agency collaboration, alongside reasonable adjustments to sustain engagement and wellbeing.

14. Partnership with parents/carers and learner voice

Parents and carers are partners in decision making. We meet regularly, ordinarily at least three times per year or in line with Education, Health and Care Plan cycles, to set outcomes, review progress and agree responsibilities. Meetings are led by a teacher or tutor who knows the learner well, supported by the SENDCo. Learners contribute their views directly or through structured preparation. Records of decisions, actions and support are kept and shared with staff and parents or carers and the school's management information system is updated accordingly.

15. Complaints, appeals and governance

Concerns should be raised with the teacher or tutor or the SENDCo in the first instance. Formal complaints follow the school Complaints Policy. Statutory appeal routes apply through the Special Educational Needs and Disability Tribunal where relevant. Leaders review identification patterns, progress data and provision quality to strengthen practice. The Headteacher reviews this policy at least annually or sooner if statutory guidance changes.

16. Equality, accessibility and continuous improvement

We comply with the Equality Act 2010, make reasonable adjustments including auxiliary aids and services and maintain an Accessibility Plan and Single Equality Policy. 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. A site specific Assess, Plan, Do, Review flowchart is maintained locally and used to support consistent practice across both sites.

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>