Special Educational Needs and Disabilities (SEND) - England

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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.

Tonia Lewis
Divisional Regional Lead

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Head teacher

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

At Cambian Dunbroch School, our mission is to inspire children and young people to achieve their goals and become worthwhile citizens, by supporting them in a holistic way to overcome barriers and develop their confidence. The very specific nature of the students accessing Dunbroch School dictates that they require a very nurturing, individualised educational experience, whilst also ensuring a quality of curriculum content that matches their abilities. This will enable them to engage and benefit a wide range of positive educational and personal development experiences.
In our school, all members of staff work together in a way conducive to learning, by creating a safe, nurturing and stimulating environment that encourages respect for others, and acknowledging the particular difficulties this represents for our students.
We aim for every member of the school community to feel valued and respected, and each person to be treated fairly and well. We will promote a caring community, whose values are built on mutual trust and respect for all.

2. Purpose

This policy applies to Dunbroch School and sets out the organisational standards for the safe, compliant and responsible identification of, and support for, learners with SEMH/ Additional Support Needs

It provides a universal framework and outlines the expectations that apply to:
• Staff
• Senior leaders
• Learners
• Visitors and contractors (where relevant)

This policy enables Dunbroch 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.**

3. Legal and Regulatory Context (Universal)

Dunbroch School 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**, which summarise the legal, regulatory and inspection requirements for England.

4. SEND / SEMH Policy

Our school/college identifies and supports learners with Special Educational Needs and Disabilities / SEMH at the earliest opportunity so they can access a broad and balanced curriculum across all sites. We take a whole-organisation approach: all members of the staff team / education team / multi-agency team recognise needs, adapt teaching and assessments, and plan to remove barriers in advance. Teachers/tutors set high expectations for every learner, use appropriate assessments (for example GL or BKSB where used) to establish baselines and ambitious targets, and plan lessons that anticipate and address potential areas of difficulty. We are an inclusive school/college: 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 / SEMH support, and the quality of teaching and the progress of learners with SEND / SEMH are core to performance management and professional development.

5. Definition and identification

A learner has SEND / SEMH 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 / SEMH. 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 / SEMH 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/FE (for example English, maths, cognition/aptitude) is undertaken on entry. Where needs are known, families share relevant reports at enquiry/admissions; the SENDCo /

Pastoral Lead 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, with annual review where criteria are met.

7. Roles and responsibilities

- The Headteacher ensures strategic oversight, compliance and appropriate resourcing.
- The SENDCo/ Pastoral Lead provides strategic and operational leadership for SEND / SEMH 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 current post-holder is Rosie Miller, Pastoral Lead
- 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.

For support roles we use TAs 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 (Assess–Plan–Do–Review)

We follow an evidence-based cycle.

Assess. Teachers/tutors and the SENDCo / Pastoral Lead build a rounded understanding of need using assessment information, progress data, observation, screening tools (e.g., GL/BKSB where used), learner views, parent/carer input and specialist advice where required. We consider reasonable adjustments (Equality Act) and, for EAL learners, the interaction between language acquisition and potential SEND / SEMH.

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/tutors retain accountability for progress, integrate targeted interventions with classroom learning, and coordinate with support staff and specialists. The SENDCo / Pastoral Lead supports problem-solving, fidelity and further assessment where needed.

Review. Impact is evaluated with the learner and parents/carers; provision is refined or escalated as appropriate. Where a learner has a plan we meet statutory timelines: EHC plan (England) at least annually.

SEND/ SEMH intervention
Assess, plan, do review flow chart.

Initial assessments carried out with student.
NGST
NGRT
BKSB

If the student has a lower SAS than 85.

SENDCO/ AHT/ Pastoral Lead to carry out observation in class on main area of need.

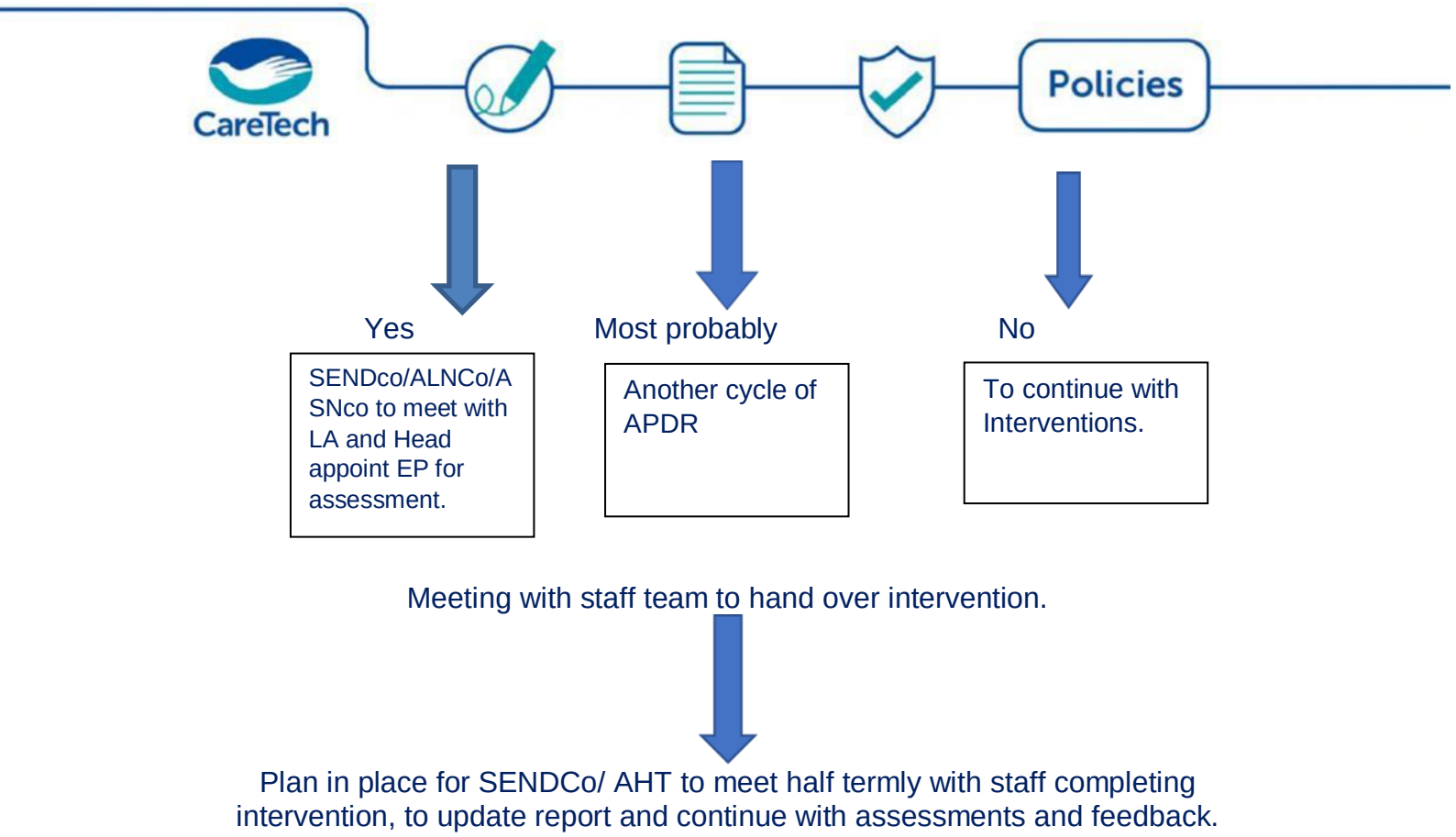
Discussion with SLT to discuss possible intervention needs
Intervention put into place for initial half a term.

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

SENDCo / AHT to Assess, plan, do, review.

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

Does an EHCP/IDP/CSP need initiating?



9. Statutory plans and external specialists

Where assessment indicates the need for statutory planning, we work with the local authority on EHC plan processes and deliver all specified provision, making reasonable adjustments. Where progress remains limited despite well-matched support, we involve appropriate specialists (for example educational psychology, SaLT, OT, medical or therapeutic services), record decisions and actions, and share them with parents/carers and relevant staff. Information on services and access routes is provided via the Local Offer (England.

10. Curriculum access, timetabling and provision mapping

All learners are entitled to a broad and balanced curriculum. Teachers/tutors 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).

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). We share information with residential homes/ social workers and parents/carers 9where applicable) in accessible formats (for example plan trackers aligned to EHC plan / *IDP* /objectives) and retain robust evidence of support over time. All data processing complies with the UK GDPR and Data Protection Act 2018.

12. More able learners and SEMH/SEBN

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

13. Partnership with parents/carers (where applicable) and learner voice

Parents/carers (where applicable) are partners in decision-making. We meet regularly—ordinarily at least three times per year or in line with plan cycles—to set outcomes, review progress and agree responsibilities. Meetings are led by a teacher/tutor who knows the learner well (for example class teacher or tutor), supported by the SENDCo/ Pastoral Lead. Learners contribute their views directly or through structured preparation. Records of decisions, actions and support are kept and shared with staff and parents/carers, and our management information system is updated accordingly.

14. Complaints, appeals and governance

Concerns should be raised with the teacher/tutor or the SENDCo / Pastoral Lead in the first instance. Formal complaints follow the Complaints Policy. Statutory appeal routes apply for plans: England—Special Educational Needs and Disability Tribunal. Leaders review identification patterns, progress data and provision quality (including comparisons to national trends) to strengthen practice. The Headteacher reviews this policy at least annually, or sooner if statutory guidance changes.

15. 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 / SEMH 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 inserted where required.

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