



THE ECCLESBOURNE SCHOOL

Learning Together for the Future

SEND POLICY

March 2026

This policy will be reviewed annually by the Governing Body Committee Students and Curriculum

This is a statutory policy.

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1 Aims and Objectives

- 1.1** The Ecclesbourne School is committed to providing an inclusive, ambitious and supportive learning environment. We believe that all children and young people are entitled to an education that enables them to make progress so they:
- achieve their best
 - become confident individuals living fulfilling lives
 - make a successful transition to adulthood
- 1.2** The Ecclesbourne School recognises its duty to use its best endeavours to secure the special educational provision called for by each student's needs, ensuring that appropriate support is in place to help them achieve the best possible outcomes, as per the SEND Code of Practice.
- 1.3** The Ecclesbourne School will ensure that:
- Students will not be labelled or disadvantaged by any policy or procedure operated within the school
 - It works in partnership with parents and appropriate external agencies to support students with special educational needs, and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes.
 - It has a special educational needs coordinator (SENCO). The SENCO will maintain and regularly review the SEN register held in respect of an individual student and coordinate support; however, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO, and generally be responsible for ensuring that students receive provision appropriate to their needs and agreed outcomes.
 - Children and young people with SEND engage in the activities of the school alongside students who do not have SEN
- 1.4** All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children and Families Act 2014, the SEND Regulations 2014, and the SEND Code of Practice 2015.
- 1.5** This policy also has regard to: The Equality Act 2010, The Data Protection Act 2018 and UK GDPR, Working Together to Safeguard Children (2018) and Keeping Children Safe in Education.

2 Definitions

- 2.1** Under the Children and Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2** A child or young person will have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than the majority of others of the same age, or
 - A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.
- 2.3** Special educational provision is education or training that is additional to or different from that made generally for other children/young people of the same age by mainstream schools.

- 2.4** Reasonable adjustments are changes or adaptations made to the curriculum, teaching approaches, physical environment, policies or procedures to remove or reduce barriers faced by pupils with SEND, ensuring they are not placed at a substantial disadvantage compared to their peers and can access learning and wider school activities on an equitable basis.
- 2.5** The Ecclesbourne School operates a graduated approach to SEND support comprising four stages:
- **Quality First Teaching.** All students received high-quality adaptive teaching that meets the needs of all learners. This includes adapting learning objectives, activities and outcomes; flexible grouping arrangements; use of varied teaching styles and resources; regular assessment and feedback; and classroom environment adaptations
 - **SEND Support.** Additional or different provision for students who require support beyond quality first teaching. This includes targeted interventions delivered by trained staff; specialist resources and equipment; and regular monitoring and review.
 - **Specialist Support.** Involvement of external professionals to provide specialist assessment, advice or intervention. This may include educational psychologist assessment, speech and language therapy; occupational therapy; and specialist teaching services.
 - **Education, Health and Care Plan (EHCP).** Statutory provision for students with the most complex needs requiring coordinated support across education, health and social care.

3 Roles and responsibilities

- 3.1** The implementation of this policy will be monitored by the governing body and remain under constant review by the SLT.
- The Ecclesbourne School will appoint a governor with responsibility for SEND. The SEND governor will play a strategic role in ensuring that the school meets its statutory duties and provides high-quality provision for pupils with SEND. They will work closely with the SENCo and senior leadership team to monitor the effectiveness of the school's SEND policy and practice, ensuring that appropriate support, resources, and interventions are in place. The governor will act as a critical friend, offering challenge and support, and will help to ensure that the views and progress of pupils with SEND are regularly reviewed. They will also report to the governing body to promote accountability and continuous improvement in SEND provision across the school.
 - The Headteacher will work with the SENCo to develop the SEND policy and provision within the school. The Headteacher has overall responsibility for the provision and progress of learners with SEND.
 - The SENCo will coordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
 - Class teachers are responsible for the progress and development of every student in their class and will work with the SENCo and LSOs (Learning Support Officers) to ensure the "assess plan do review" cycle is appropriately implemented to support any student with SEND.
- 3.2** The SENCo will plan and lead the ongoing training and professional development of staff to ensure they have the knowledge and skills required to effectively support pupils with SEND.

- 3.3** The school will work in partnership with students, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.
- 3.4** Parents of students with SEND will be able to discuss the needs of their child with their child's Head of Year, the SENDCo or a member of the Learning Support Leadership Team.

4 Identification and Assessment of SEND

- 4.1** The Ecclesbourne School is committed to ensuring that no child is disadvantaged during the admissions process on the basis of SEND. All applications are considered fairly, transparently, and in accordance with inclusive principles.
- 4.2** Information about previous special educational needs will usually accompany students upon entry to the school and this will be used by the SENDCo to make sure appropriate provision is continued. This information is collated from the transfer of school files from the previous school and during transition meetings which are held with feeder schools in the summer term.
- 4.3** The Ecclesbourne School is committed to the early identification of SEND through comprehensive transition arrangements with feeder schools; baseline assessments on entry; regular progress monitoring; staff training in identification; and parental and student mechanisms.
- 4.4** The assessments taken by students upon entry include CATs and reading and spelling tests. The results of these assessments will be considered alongside other data to ensure a full and accurate picture about the learning needs of individual students.
- 4.5** The school uses a range of qualitative and quantitative data to identify and respond to pupils' special educational needs. This includes analysis of attainment and progress data, assessments, screening tools, attendance and behaviour records, and information from teachers, support staff, parents/carers and external professionals. Data is reviewed regularly to identify emerging patterns of need, inform early intervention, and ensure that support is appropriately targeted.
- 4.6** The Ecclesbourne School recognises four broad areas of need as defined in the SEND Code of Practice:
- Communication and interaction: students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall into this category.
 - Cognition and learning: students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:
 - (i) Specific learning difficulties, which impact one or more specific aspects of learning such as dyslexia, dyscalculia and dyspraxia
 - (ii) Moderate learning difficulties
 - (iii) Severe learning difficulties

- (iv) Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Social, emotional and mental health: these needs may reflect a wide range of underlying difficulties or disorders. They may manifest in many ways, for example, as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated. Students may have:
 - (i) Mental health difficulties such as anxiety, depression or an eating disorder
 - (ii) Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
 - (iii) Suffered adverse childhood experiences

- 4.7** Ongoing identification is also completed alongside the school's reporting process as data is collected and analysed in all subject areas by Heads of Faculty. If a student has not made expected progress then interventions will be put in place. If a member of staff identifies a student whose special educational needs are not met by the normal adapted programmes of study, then the class teacher will work with the student setting clear targets and providing greater adaptation. If the situation improves then no further action is needed. If there is no improvement the SENDCo will be informed.
- 4.8** At this point information will be gathered. The class teacher will inform the parents/carers about the issue and there will be consultation and discussion around the proposed additional support for the student. Parents/carers, and the student where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the student. Monitoring sheets will be shared with all staff concerned and when completed and returned, kept on file.
- 4.9** If a parent/carer refers their child to the school as they believe their child has special educational needs they should contact the SENDCo who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the student is not making appropriate levels of progress then internal support will be implemented in accordance with the paragraphs above.
- 4.10** In all cases, where internal support is not effective in supporting the student, a referral to a relevant specialist will be completed with the parents/carers' knowledge and information and strategies for support shared with staff.
- 4.11** If there are no concerns regarding the student's academic progress then the school will ensure appropriate adaptation continues in the classroom and interventions are put in place if appropriate.
- 4.12** Whenever special educational provision is being made, parents and student will be involved in developing and reviewing support plans/strategies.
- 4.13** All staff teaching students on the SEND register will be made aware of individual needs through the use of Student Passports. Heads of Faculty, the Director of Teaching and Learning, and the Learning Support Faculty will help teachers, when required, to develop techniques to support adaptation and ensure that appropriate resources are available as part of the school's professional development programme.

Parent/carers and students are given opportunity to discuss their child's passport during meetings with the SENDCo and at parents evenings.

5 Reviewing

- 5.1** The school will monitor its SEND provision in line with its duties under the Public Sector Equality Duty, ensuring that pupils with SEND are not disadvantaged and that equality of opportunity is actively promoted.
- 5.2** All students regardless of needs are set targets. Data collated during the school's reporting process is analysed and strategies are put in place to support those that are not achieving as expected. All SEND interventions have SMART targets to ensure progress is made. These are recorded on IEPs which are saved in Arbor. If expected progress is not made then the SENDCo may refer to a specialist service.
- 5.3** Where, despite the school having taking relevant and purposeful action to meet needs and the expected progress is not met, the school will consider requesting an Education, Health and Care needs assessment.
- 5.4** If a student has an ECHP an annual review is held in accordance with legal requirements.
- 5.5** If, as a result of appropriate progress being made, a student is removed from the SEND register, they will continue to be monitored through the school's structured reporting system by Heads of Faculty and Heads of Year.

6 Complaints and disputes

- 6.1** Parents/carers with concerns about SEND provision in school should first discuss concerns with their child's Head of Year; then arrange a meeting with the SENDCo if issues remain unresolved. They will meet with the Headteacher if necessary.
- 6.2** Parents/carers also have the right to seek advice or make a complaint through SENDIASS, and may raise concerns directly with the Local Authority where these relate to their child's EHCP.
- 6.3** If informal resolution is unsuccessful, parents/carers may use the school's formal complaints procedure.

7 Policy Links

This policy should be read in conjunction with:

- SEN Information Report (updated annually)
- Equality, Diversity and Inclusion Policy
- Accessibility Plan
- Behaviour Policy
- Supporting Students with Medical Conditions Policy
- Admissions Policy
- Safeguarding Policy

- Behaviour Policy

This policy is reviewed and approved annually by the Governor's Committee Students and Curriculum.