



Learning in
Harmony
Trust

Special Educational Needs and Disabilities (SEND) Policy

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Aims and Principles

Our Special Educational Needs and Disabilities (SEND) Policy sets out our commitment to meeting the needs of every student, in line with national legislation and guidance. We aim to ensure that all students with SEND are fully supported to access a broad and balanced education, participate in all aspects of school life, and achieve their full potential.

We believe that every child, including those with SEND, should be supported to thrive at school.

Our core principles are:

- **Early Identification and Intervention:** We are committed to identifying needs early and providing timely intervention to address barriers to learning at the earliest opportunity.
- **High Aspirations:** We set high aspirations for all students, tailoring provision to individual strengths and needs. Our goal is to help every student develop the knowledge, skills, and confidence to lead fulfilling lives and participate in society in a meaningful way.
- **Collaboration and Partnership:** We place great importance on working in partnership with students, their parents/carers, all staff, and external agencies. We believe that decisions about support are most effective when they are informed, collaborative, and person-centred.
- **Integrity and Accountability:** We act with integrity, ensuring fairness, equity, and trust in everything we do. We hold ourselves accountable for the outcomes of all students and make decisions that put their best interests at heart.
- **Continuous Improvement:** We are dedicated to continually seeking new approaches and strategies to improve outcomes for students with SEND. We support staff to reflect, learn, and adapt, ensuring our practice evolves in response to student needs and emerging evidence.

Legislation and guidance

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice and has been written with reference to the following key guidance documents and legislation:

- Keeping Children Safe in Education
- Working together to improve school attendance
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for Education, Health and Care (EHC) Plans, SEN Co-ordinators (SENCOs) and the Special Educational Needs (SEN) Information Report
- Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance

equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- School Admissions Code, which sets out the school's obligation to admit all students whose Education, Health and Care (EHC) Plan names the school, and its duty not to disadvantage unfairly, children with a disability or with Special Educational Needs.

This SEND Policy should be read alongside the school's SEND Information Report which is published annually on our website for parents and pupils to access and sets out in detail how provision is implemented in practice.

Inclusion and equal opportunities

We are committed to ensuring that every student, irrespective of their individual needs or disabilities, is welcomed, valued and enabled to thrive. We celebrate the uniqueness and diversity of all students, and uphold the principles of equity and fairness for everyone, regardless of difference, in line with the Equality Act 2010 and its protected characteristics.

We aim for all students to have access to high-quality teaching, a broad, balanced and challenging curriculum, and opportunities to secure the best possible outcomes. We listen to and respond to students and their families, working together to build an ongoing, holistic understanding of each child or young person's needs. This understanding informs our provision, staff training and the allocation of resources, so that every learner has the support they need to achieve and to prepare effectively for adulthood.

In practice, this means:

- Making reasonable adjustments to teaching, the curriculum and the learning environment so that all students, including those with medical conditions, can participate fully in school life.
- Supporting teachers to adapt lessons as part of individual planning, ensuring high expectations for all.
- Embedding inclusive practices which ensure students with SEND are engaged in the same opportunities as their peers, including enrichment activities, trips and wider experiences.
- Working with school leaders and the Trust Board to ensure compliance with the Equality Act 2010 and that responsibilities for reasonable adjustments and access arrangements are met.

Accessibility

We are committed to ensuring equality of opportunity for all students and preventing disabled students from being treated less favourably than their peers. We work proactively to remove barriers to learning and participation, and to promote inclusion in every aspect of school life.

We make reasonable adjustments, including the provision of auxiliary aids and services, so that disabled students are not disadvantaged. Staff are trained to understand and respond to a range of needs, and our policies and practices are reviewed regularly to ensure they promote equity and inclusion. We are able to provide a range of facilities to enable disabled students to access our school, which may include:

- adapted classrooms and specialist equipment where required
- access to auxiliary aids (e.g. assistive technology, adapted resources)

- additional adult support and/or personalised teaching strategies
- modified learning materials and differentiated teaching to ensure curriculum access
- pastoral support to help overcome barriers to participation

Our Accessibility Plan is available on our website and sets out the steps we are taking to:

- increase the extent to which disabled students can participate in the curriculum;
- improve the physical environment to enable disabled students to take better advantage of education, facilities and services provided by the school; and
- improve the availability of accessible information for disabled students and their families

Definitions

SEND is set out in the SEND Code of Practice 2015 (6.28-6.35):

A student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than most others of the same age; or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special Educational Provision is an education or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability: students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The four areas of need:

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 not understand or use the social rules of communication.

Students who are on the Autism spectrum often have needs that fall in 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: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia; • Moderate Learning Difficulties (MLD); • Severe Learning Difficulties (SLD); and/or • 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 (SEMH)	Students with SEMH needs may reflect a wide range of underlying difficulties or disorders. Students may have: • mental health difficulties such as anxiety, depression or an eating disorder; • Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder; and/or • Suffered adverse childhood experiences (ACEs) These needs can manifest in many ways e.g. as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. They may have: • a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment; and/or • a physical impairment. These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and responsibilities

The Deputy headteacher will:

- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support students;
- provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to make sure pupils receive appropriate support and high-quality teaching;
- advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively;
- be a point of contact for external agencies, especially the Local Authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is in place;

- liaise with other providers to make sure that the student and their parents/carers are informed about their options and that a smooth transition is planned;
- when a student moves to a different school or institution, ensure that all relevant information about the student are sent on in a timely manner;
- work with the Head Teacher and governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- monitor the quality of teaching and learning with the SLT, and identify specific or generic training, incorporating this into the school's Professional Development (PD) plan;
- evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer; and
- prepare and update as appropriate, the school's annual SEN Information Report, setting out how this policy is implemented locally and ensuring it is published on the school's website (Regulation 51 of the SEND Regulations 2014).

The Head Teacher

The Head Teacher will:

- work with other SEND professionals and the extended leadership team to determine the strategic development of the school;
- work with other SEND professionals and the extended leadership team to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- have overall responsibility for the provision for students and their progress;
- have overall responsibility for monitoring the school's budget any additional funding allocated by the LA to support individual students;
- ensure that the deputy head has sufficient time to carry out their duties;
- have an overview of the needs of the current cohort of students;
- advise the LA when an EHC Plan needs an early review;
- ensure there are systems in place to identify any staff who have specific training needs regarding SEN, incorporating this into the school's Professional Development plan;
- evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;

The class teacher

Class teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Teaching Assistants and/or specialist staff (COP 6.36). Each class teacher is responsible for:

- the progress and development of every student in their class;
- having a clear understanding of the needs of all students and be able to use and evaluate distinctive teaching approaches to engage and support them (Teacher Standards 5.4);

- planning and providing high-quality teaching and learning that is personalised to meet student needs through a graduated approach;
- working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching;
- working with a team around the child, including other SEND professionals to review each student's progress and development, and decide on any changes to provision;
- ensuring they follow this SEND policy and the school's SEN information report; and
- communicating with parents/carers regularly to: set clear targets and review progress towards them; discuss the activities and support that will help achieve the set targets; identify the responsibilities of the parent, the student and the school; and listen to the parents/carers' concerns and aspirations for the student.

The Trust Board

The Trust Board is responsible for ensuring that the following duties are carried out, and delegates this to the Trust Leadership Group to ensure the school:

- provides access to a broad and balanced curriculum;
- has a clear approach to identifying and responding to SEND;
- does all it can to ensure that every student with SEND gets the support they need;
- informs parents/carers when making special educational provision for their child;
- enables students with SEND to engage in activities alongside students who don't have SEND;
- has arrangements in place to support any students with medical conditions;
- keeps accurate records and updates the provision made for students with SEND;
- provides an annual report for parents/carers on their child's progress;
- publishes information on the school website about how the school is implementing its SEND policy, in an SEN information report;
- publishes information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans;
- has a qualified teacher designated as SENCO, that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out;
- co-operates with the LA in reviewing the provision that is available locally and developing the local offer;

The Parents and Carers

Parents and carers should inform the school if they have any concerns about their child's progress or development.

Parents/carers will always be given the opportunity to provide information and express their views about the student and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- invited to meetings to review the provision that is in place for their child;
- asked to provide information about any changes in the student's needs;
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the student; and

- given an annual report on the student's progress and development.

The Student

Students will always be given the opportunity to provide information and express their views in an appropriate way about their SEND and the support provided to contribute to reviews. The student's views will be taken into account in making decisions that affect them, whenever possible.

Our approach to SEND support

Consulting and involving the family

We believe that strong, collaborative relationships with students and their families are essential to ensuring effective identification of need, high-quality provision and positive long-term outcomes. Parents/carers know their children best, and their insights, alongside the student's own views, are central to our decision-making.

When a potential special educational need is identified, we hold an early discussion with the student and their parents/carers. These conversations will ensure that:

- everyone develops a clear understanding of the student's strengths and areas of difficulty;
- the concerns of parents/carers are taken into account;
- the intended outcomes and next steps are agreed together; and
- everyone is clear about the support to be put in place and how progress will be reviewed.

Notes of these discussions will be recorded and used to inform the first cycle of the graduated approach (Assess > Plan > Do > Review). Parents/carers will be formally notified if their child is placed on the SEND Register and will be involved at every stage of provision, including where a statutory assessment may be required.

We are committed to regular, open and meaningful communication with parents/carers, including:

- termly consultation meetings and annual reviews, with a person-centred approach;
- sharing students' Personal Learning Goals (PLGs), targets and support plans so parents/carers understand how to help at home;
- regular updates on progress through reports, phone calls, emails, newsletters or home-school communication books, depending on what works best for families;
- opportunities to provide feedback through surveys, forums and other informal events; and
- invitations to attend meetings with external agencies, ensuring families are involved in multi-agency decision-making.

We also recognise that some students and families may need more frequent contact. This can be arranged based on individual needs, and the SENCo may signpost families to additional support, such as SENDIASS.

We believe that students are at the heart of all decisions about their special educational provision. We empower them to share their views on their learning and support in a variety of ways. Our staff

use a range of communication methods when students have additional needs, to ensure every student's voice is heard and respected. This approach allows students to explain their strengths and difficulties, contribute to setting their own goals, and give feedback on interventions.

Through this ongoing partnership with students and families, we ensure that support is personalised, responsive and effective, and that everyone is working together towards the best possible outcomes.

Assess > Plan > Do > Review

All students at Connaught Special School have an EHCP.

At our special school, the *Assess > Plan > Do > Review* cycle is at the heart of how we identify, monitor and meet the needs of our students. This ongoing, graduated approach ensures that provision is continually refined in response to the developing understanding of each learner's needs.

Assess

- Every student receives a baseline assessment on entry to the school.
- Teachers evaluate progress against Personal Learning Goals (PLGs), which are based on EHCP outcomes.
- *Evidence for Learning* and *Insights for Learning* systems are used to capture and analyse assessment information.
- Progress is assessed twice a year, with moderation taking place in teacher and pathway team meetings to ensure accuracy and consistency.
- Assessments draw on classroom evidence as well as reports from therapists, psychologists, and other professionals.

Plan

- Personalised PLGs and expected outcomes are agreed, ensuring they are challenging, achievable and linked to EHCP outcomes.
- Planning is collaborative, involving class teachers, pathway leads, therapists and families, so that all perspectives inform the targets.
- Targets are regularly moderated to ensure consistency and ambition across the school.

Do

- Teachers implement a personalised curriculum, supported by a range of specialist approaches and interventions.
- Evidence for Learning and Mapping and Assessing Personal Progress (MAPP) frameworks are used to record, monitor and plan learning.
- Teachers, teaching assistants and therapists work closely together to deliver integrated provision.
- The class teacher retains overall responsibility for progress, supported by pathway leaders.

Review

- Student progress is reviewed regularly in pathway teams, focusing on evidence captured in the classroom and through the *Evidence for Learning* app.
- Formal reviews take place twice a year, with outcomes shared with parents/carers through consultation meetings, reports, and ongoing feedback.
- Where necessary, plans and targets are refined to ensure they remain ambitious, meaningful and achievable.

Additional professional assessments (e.g. from speech and language therapists, occupational therapists, physiotherapists, CAMHS or educational psychologists) are used to inform provision and shape students' learning intentions and EHCP outcomes. Where possible, student attainment is recognised through nationally accredited schemes such as EDUQAS.

Annual Reviews of Education, Health and Care Plans (EHCPs)

Annual Reviews are a statutory requirement under the SEND Code of Practice and provide an opportunity to reflect on progress, provision and future planning.

- The extended leadership team are responsible for organising the review, which is chaired by a senior leader and led by the student's class teacher.
- Meetings are person-centred parents/carers and all relevant professionals. Students are included in meetings as appropriate, with the views, wishes and feelings of the student and family actively sought and placed at the heart of decision-making.
- The review considers:
 - the progress made towards EHCP outcomes over the past 12 months;
 - any new evidence about the student's needs or provision; and
 - amendments required to the EHCP to ensure needs continue to be met effectively.
- A review may recommend changes if:
 - significant new evidence has emerged;
 - some needs are no longer present; and/or
 - provision needs updating to meet the child's changing needs.

Following the meeting, the LA decides whether to amend the EHCP. Parents/carers are informed of decisions in writing, and an amended legal document is issued where changes are made. All annual review documentation is filed in the school's electronic record to ensure continuity and accountability.

In addition to the statutory review, parents/carers are invited to termly consultation meetings and receive end-of-year reports, with the option to request feedback at any time. This ensures an ongoing dialogue between home and school, so that provision remains responsive, person-centred and ambitious.

Evaluating the effectiveness of SEND provision

We are committed to ensuring that our provision is effective, evidence-based and leads to good progress. With support from the Trust, we undertake rigorous ongoing evaluation of our school, and use this to inform future planning around whole school improvement and professional development.

Professional Development

Special Schools

We are committed to ensuring that staff have the skills, knowledge and confidence to support all our students effectively. We provide a wide range of specialist training to ensure staff can deliver high-quality, personalised provision for students with complex needs. Training is built into induction, ongoing professional development and staff meetings, with priorities identified through the school improvement plan and the needs of students. School leaders regularly monitor staff development needs and plan appropriate training. Staff also benefit from additional training and opportunities for collaboration across our Trust, with other specialist schools who are able to share expertise.

Class sizes are intentionally planned to be small to allow for greater personalisation, ensuring that specialist strategies are embedded into daily practice and directly benefit students.

We recognise the importance of working in close partnership with a wide range of agencies to ensure provision is holistic, integrated and responsive to students' needs. External agencies contribute to daily practice, inform target setting, and support students, staff and families in achieving the best possible outcomes. They also provide training and guidance to staff, ensuring practice remains current and evidence-based.

Complaints

We hope that concerns can be resolved quickly and informally through discussion with staff, but we recognise that parents/carers, carers or students may sometimes wish to pursue matters more formally. Please refer to our Complaints Policy on the school website for more information.

The SEND Code of Practice (2015), pages 246–247 provides further information on appropriate routes for complaints about SEND provision ([SEND Code of Practice 0–25, 2015](#)).

Parents and carers are also entitled to use disagreement resolution and mediation services, which are independent and designed to help resolve disputes in a fair and supportive way. Details of local disagreement resolution and mediation services can be found on the Local Authority website (<https://families.newham.gov.uk>). Mediation can be requested by contacting [KIDS mediation](#). If, after using these processes, parents or carers remain dissatisfied, they may appeal to the SEND Tribunal, which makes legally binding decisions on disputes relating to Education, Health and Care Plans. More information about the SEND Tribunal is available here: [First-tier Tribunal \(Special Educational Needs and Disability\)](#).

