SEND Policy

This policy is prescribed by The Good Shepherd Trust and is statutory. All references to 'the trust', includes all trust schools and subsidiary organisations.

Date adopted: 09/09/2026 Last reviewed: 09/09/2026

Review cycle: Every 1 year Is this policy statutory? Yes

Approval: Full Board Author: Head of Safeguarding

Local noting: Local Committee Local author: Headteacher/Principal

Next review Date September 2027

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	06/09/2026	L Tedbury		New standard trust-wide policy

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1 Aims

1.1 It is the intention of the trust that this policy reflects our vision of "Flourishing Together" and our values of kindness, integrity and resilience. Our support for all children within our care extends to those children with additional needs that require assistance to help them fulfil their potential.

1.2 The school shall ensure that:

- Pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust.
- It works in partnership with parents and appropriate external agencies to support pupils with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes.
- It has a special educational needs co-ordinator (SENCO) who meets the requirements set out in the Children and Families Act 2014. The SENCO will maintain and regularly review the SEN register held in respect of an individual pupil and co-ordinate 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 pupils receive provision appropriate to their needs and agreed outcomes; and
- Children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.

1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

1.4 This policy also has regard to:

- The Equality Act 2010, particularly the duty to make reasonable adjustments and eliminate discrimination.
- The Data Protection Act 2018 and UK GDPR regarding the processing of SEND-related personal data; and
- Working Together to Safeguard Children (2026) and Keeping Children Safe in Education.

2 Definitions

2.1 Under the Children & Families Act 2014, a child/young person will have SEN 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 The school operates a graduated approach to SEND support, comprising four stages:

2.4.1 Quality First Teaching: All pupils receive high-quality, differentiated teaching that meets the needs of all learners. This includes differentiated learning objectives, activities, and outcomes; flexible grouping arrangements; use of varied teaching styles and resources; regular assessment and feedback; and classroom environment adaptations.

2.4.2 SEN Support: Additional or different provision for pupils who require support beyond quality first teaching. This includes targeted interventions delivered by trained staff; specialist resources and equipment; modified curriculum access; and regular monitoring and review (minimum termly).

2.4.3 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.

2.4.4 Education, Health and Care Plan (EHCP): Statutory provision for pupils 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 Trust board, supported by their local committees, and remain under constant review by the Headteacher and SENCO.

- The trust will appoint a trustee director with responsibility for SEN. The trustee director will raise SEN issues at board and committee meetings; monitor the quality and effectiveness of SEN provision within the trust and work with the education team to develop the SEND policy and provision.
- The school will appoint a member of the local committee with responsibility for SEN. The SEN LC member will raise SEN issues at local committee meetings; monitor the quality and effectiveness of SEN provision within the school and work with designated senior leaders to develop the SEND policy and provision.

- The headteacher will work with the SENCO to develop the SEN policy and provision within the school. The headteacher has overall responsibility for the provision and progress of learners with SEND.

- The SENCO will co-ordinate 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 pupil in their class and will work with the SENCO and TAs to ensure the "assess plan do review" cycle is appropriately implemented to support any pupil with SEND.

3.2 The school will work in partnership with pupils, teachers, parents and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.3 Parents of pupils with SEN will be able to discuss the needs of their child with their child's tutor, the progress co-ordinator/head of year or the SENCO.

4 Identification and assessment of SEN

4.1 Information about previous special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENCO to make sure appropriate provision is continued. This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings, which are held with all the feeder schools or early years settings, in the summer term, before pupils start at the school.

4.2 The school recognises that transition points can be particularly significant for pupils with SEND. Schools will work closely with pupils, parents/carers, staff, receiving settings and relevant professionals to ensure effective transition arrangements are in place when pupils move between classes, key stages, schools and post-16 provision. Additional transition support will be provided where required to promote continuity of learning, wellbeing and inclusion.

4.3 The school is committed to early identification of SEND through comprehensive transition arrangements with feeder settings; baseline assessments on entry; regular progress monitoring; staff training in SEND identification; and parental and pupil voice mechanisms.

4.4 The school recognises four broad areas of need as defined in the SEND Code of Practice: communication and interaction (including autism spectrum conditions); cognition and learning (including specific learning difficulties); social, emotional and mental health difficulties; and sensory and/or physical needs.

4.5 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by faculty leads. If a pupil has not made expected progress, then interventions will be put in place. If a member of staff identifies a pupil whose special educational needs are not met by the normal differentiated programme of study, then the class teacher will work with the pupil setting clear targets and providing reasonable

adjustments and adaptations. If the situation improves then no further action is needed. If there is no improvement the SENCO will be informed.

4.6 At this point information will be gathered. The class teacher will inform the parents about the issue and there will be consultation and discussion around the proposed additional support for the pupil. Parents, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the pupil. A strategy will be drawn up by the SEN team with copies shared with all staff concerned with the pupil's progress.

4.7 If a parent/carer refers their child to the school as they believe their child has special educational needs, they should contact the SENCO, 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 pupil is not making appropriate levels of progress, then internal support will be implemented in accordance with the paragraphs above.

4.8 In all cases, where internal support is not effective in supporting the pupil, a referral to a relevant specialist (e.g. speech & language, educational psychologist, specialist teachers) will be completed with the parents' knowledge and information and strategies for support shared with all staff.

4.9 If there are no concerns regarding the pupils' academic progress, then the school will ensure reasonable adjustments and adaptations continue in the classroom and interventions are put in place if appropriate.

4.10 Contact details for professionals who are able to assess will be provided for parents/carers so they can consider a private assessment. Whenever special educational provision is being made, parents and students will be involved in developing and reviewing support plans/strategies.

4.11 All staff teaching pupils on the SEN register will be made aware of the individual needs. The special needs team will help teachers when required to develop techniques to support reasonable adjustments and adaptations and ensure that appropriate resources are available as part of the school's professional development programme.

4.12 Where pupils move to a different school or institution, the school will ensure that all relevant information regarding their special educational needs is sent to the appropriate authority in a timely manner.

5 Reviewing

5.1 All pupils regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support those who are not achieving as expected. All SEN interventions delivered outside the classroom have specific, measurable, achievable, relevant and time-bound targets (SMART) set to ensure that progress is made. These are recorded using SEND Learning Plans and are monitored and reviewed against a time frame,

agreed within the plan. If expected progress is not made, then the SENCO may refer to a specialist service such as speech & language, educational psychologist, specialist teachers.

5.2 Where, despite the school having taken relevant and purposeful action, as set out above, to meet the pupil's needs and they have not made expected progress, the school will consider requesting an education, health and care needs assessment.

5.3 If a pupil has an education health and care plan an annual review is held in accordance with legal requirements.

5.4 For pupils with Education, Health and Care Plans (EHCPs), annual reviews from Year 9 onwards will include a Preparing for Adulthood focus in accordance with the SEND Code of Practice. Reviews will consider the young person's aspirations and outcomes in relation to employment, further education and training, independent living, community participation, friendships, health and wellbeing, and will involve relevant agencies where appropriate.

5.5 If, as a result of appropriate progress, a pupil is removed from the SEN register, the pupil will continue to be monitored through the school's structured reporting programme.

6 Complaints and disputes

6.1 Parents with concerns about SEND provision in school should first discuss concerns with their child's class teacher; arrange a meeting with the SENCO if issues remain unresolved; and meet with the headteacher if necessary.

6.2 If informal resolution is unsuccessful, parents may use the school's formal complaints procedure.

6.3 The school is committed to working collaboratively with parents/carers, pupils and external agencies to resolve concerns at the earliest opportunity. Where concerns cannot be resolved through discussion with the school or through the school's complaints procedure, parents and young people may wish to access independent disagreement resolution or mediation services. Disagreement resolution services are available to help resolve disagreements about SEND provision, education, health and care needs assessments, (EHCPs), and the support provided by education, health or social care services. These services are independent, confidential and free of charge to families.

6.4 Parents and young people have the right to seek mediation in relation to decisions about Education, Health and Care needs assessments and Education, Health and Care Plans. Mediation must normally be considered before an appeal can be made to the First-tier Tribunal (Special Educational Needs and Disability) (SENDIST), except in certain circumstances defined in legislation.

6.5 Parents and young people may also appeal directly to the First-tier Tribunal (Special Educational Needs and Disability) where they disagree with decisions relating to statutory SEND processes. Independent information, advice and support is available through the local

SEND Information, Advice and Support Service (SENDIASS). Further information regarding disagreement resolution, mediation, SENDIASS and appeal rights can be found through the relevant Local Authority Local Offer. (See section 8)

7 Policy links

This policy should be read in conjunction with:

- SEN Information Report (updated annually).
- Equality, diversity and inclusion policy.
- Accessibility plan.
- Behaviour.
- Supporting pupils with medical conditions
- Data protection.
- Complaints.

8 Local Authority links

Surrey links

- Surrey Local Offer: https://www.surreylocaloffer.org.uk
- Surrey SEND Information, Advice and Support Service (SENDIAS): https://sendadvicesurrey.org.uk
- Surrey disagreement resolution and mediation information: https://www.surreylocaloffer.org.uk/parents-and-carers/education-and-training/education-health-and-care-plans/mediation-and-disagreement-resolution
- SEND Tribunal information: https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability

Hampshire links

- Hampshire Local Offer: https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page
- Hampshire SENDIASS: https://www.hampshiresendiass.co.uk/ and Hampshire County Council SENDIASS page: https://www.hants.gov.uk/educationandlearning/send/support4send
- Hampshire mediation information: https://www.hants.gov.uk/educationandlearning/send/sen-pathway/appealing-decision
- Hampshire mediation provider (currently referenced by the Local Offer): https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/education-and-childcare/what-to-do-when-things-go-wrong-in-education/resolving-your-concerns-relating-to-an-ehcp-decision-and-mediation/

SEND Tribunal (SENDIST): https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability