



SEND Policy

RATIONALE

At New Level provision is made for those learners with special educational needs and disabilities (SEND) to ensure that they have equality of opportunity and aim to fulfil their potential. Special educational needs encompass those who have some of the following:

- Cognition and learning needs,
- Communication and interaction needs,
- Social, emotional and mental health difficulties,
- Sensory and/or physical needs

The school works in partnership with parents/carers and with other outside agencies to identify the needs, provide support and monitor the progress of all learners.

AIMS

- To provide equal opportunities for learners with SEND to access the curriculum, as far as is possible
- To ensure that learners with SEND are effectively identified, assessed, supported and monitored through timely planned intervention and progress reviewed
- To provide opportunities for all learners with SEND to work towards achieving their highest standard of attainment and maximize their potential
- To ensure that all staff are aware of the need to provide high quality teaching to allow all learners to learn effectively.
- To develop and implement Individual Education Plans (IEPs) Plans for learners with SEND and those with an EHCP
- To liaise with parents/carers regarding the child's progress
- To work effectively with outside agencies in order to meet the needs of individual learners.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting learners at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- Safeguarding Policy
- Accessibility Plan

COORDINATION OF SEND PROVISION

The SENCO is the focal point for information on day-to-day issues relating to SEND. The SENCO is responsible for coordinating provision for learners with SEND, ensuring liaison with parents/guardians and

other professionals regarding learners with SEND, managing other members of the SEND team and maintaining the SEND register and records of learners with SEND.

There is close liaison between Pastoral , Senior Leadership Team and SENCO regarding the progress and evaluation of the performance of learners with SEND.

ADMISSIONS

The admission arrangements for learners with SEND are set out in the school's Admissions Policy.

IDENTIFICATION, ASSESSMENT AND PROVISION FOR LEARNERS WITH SEND Learners with funding as a result of their Education Health Care Plan – EHCP have this funding allocated in line with the requirements of their EHCP. Other learners may be eligible for additional specialist support either through time in the SEND Department or through support in class. Identification, planning and support for learners with SEND is implemented using a graduated approach but there may be occasions where learner's access support without being identified on the SEND profile.

Learner with SEND are identified through a number of routes:

- Through liaison with feeder schools or other secondary schools
- Through baseline testing of all learners on entry to the school
- Through the school's internal examinations
- Through investigation of concerns raised by staff, parents/carers or the learners themselves. After identification of SEND the learner will either be identified as Stage 1 or Stage 2 on the register. Those at stage one will have their needs met through adaptive teaching within the classroom, informed by the SEND strategy sheet. Those at Stage 2 will have an IEP drawn up. These plans detail the additional support within the school and from outside the school. These are reviewed termly and input from staff, learner and parents/carer is required at the review. A dialogue is sought between the school and home and between the SENCO and staff to ensure that a full picture of the situation is achieved.

The learner will be involved in these meetings to ensure their voice is heard. Diagnostic tests may be used to help inform the decision making process. For those with an EHCP there is an annual review of this. Where appropriate, agencies involved in the support of the learner, other than those at New Level, may be invited to contribute to the annual review process. The school welcomes and encourages close home-school links and the SENCO seeks to make contact with parents to discuss any rising issues or concerns at an early stage. To facilitate this, the SENCO attends all parents' evenings and open evenings.

The SENCO will, where necessary, ask parents/carers to come into the school to discuss any concerns that staff may have. Parents/ carers are similarly welcome to request a meeting and are encouraged to share any concerns with the school. The success of the SEND can be monitored by the progression of learners with SEND, which can be evaluated in both regular tracking and GCSE results.

COMPLAINTS PROCEDURE

It is hoped that close home-school liaison will minimize the need for complaints. If, however, there is a cause for complaint then it will be dealt with in line with the school's complaints procedure.

STAFFING POLICIES AND PARTNERSHIPS

The SENCO provides information to staff each year on the new intake, delivers input on whole staff INSET days and provides other training/briefings based on an arising need or as requested by staff. Links have been established by Child and Adolescent Mental Health Service (CAMHS). Outside agencies such as those named above provide support and training when needed.

THE ROLE OF PARENTS

As with all learners, parents/guardians are asked to support the school in terms of uniform, behaviour and home learning. For learners with SEND, close home-school contact is essential for both parties to get a full and accurate view of the situation. Parents/guardians are involved in planning support for the learner on an ongoing basis but particularly in relation to annual reviews, reviewing IEPs, choosing options and transition into post 16 education or training. Parents/guardians are welcome to contact the SENCO at the school with any question or concerns and to request a meeting if necessary.

SUPPORTING LEARNERS AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that learners at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

STORING AND MANAGING INFORMATION

Data will be stored and managed in line with the School's Information Data Policy.

ACCESSABILITY

The school is committed to increasing accessibility for disabled learners so that all learners have full access to education. Further information can be found in the school's Accessibility Plan.

BULLYING

The school seeks to safeguard all those within the school community. Monitoring and intervention take place to ensure that vulnerable learner is provided with support and an inclusive learning environment is promoted. Further information can be found in the school's Bullying Policy.

MONITORING EVALUATION AND REVIEW

The policy will be evaluated and reviewed every year (or in line with any government reform) by the SENCO.

DISSEMINATION OF THE POLICY

This policy is available on the school website, and on request to parents/carers, the Local Authority and Ofsted through the Principal.

This policy was created on	Signed on behalf of the organisation	Reviewed date
September 2025	<i>T Springer</i>	September 2026