

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY  
2025**

## Contents

<b>Purpose</b> .....	<b>3</b>
<b>Vision</b> .....	<b>3</b>
<b>Aims</b> .....	<b>3</b>
<b>Definitions</b> .....	<b>4</b>
<b>Identification of SEND</b> .....	<b>4</b>
<b>Adaptive Teaching</b> .....	<b>5</b>
<b>Graduated Approach</b> .....	<b>5</b>
<b>Transition</b> .....	<b>8</b>
<b>Transition from Primary to Secondary</b> .....	<b>8</b>
<b>Transition from Secondary to Post-16</b> .....	<b>8</b>
<b>In-Year Transitions for Students with SEND</b> .....	<b>9</b>
<b>Targeted and Specialist Intervention</b> .....	<b>9</b>
<b>Cognition and Learning</b> .....	<b>9</b>
<b>Communication and Interaction</b> .....	<b>10</b>
<b>Social, Emotional and Mental Health (SEMH)</b> .....	<b>10</b>
<b>Physical and Sensory</b> .....	<b>11</b>
<b>Access and Inclusion</b> .....	<b>11</b>
<b>Integration of SEND across Key School Policies</b> .....	<b>12</b>
<b>SEND and Attendance</b> .....	<b>12</b>
<b>SEND and Safeguarding</b> .....	<b>12</b>
<b>SEND and Behaviour</b> .....	<b>13</b>
<b>Governance and Oversight</b> .....	<b>13</b>
<b>Review and Evaluation</b> .....	<b>14</b>
<b>Appendices</b> .....	<b>Error! Bookmark not defined.</b>
<b>Appendix 1 – The Graduated Approach Framework</b> .....	<b>15</b>
<b>Appendix 2 - Legislation and Guidance</b> .....	<b>19</b>
<b>Appendix 3 - Links with Other School Policies and Documents</b> .....	<b>20</b>

## Purpose

This policy outlines our commitment to ensuring that all students with Special Educational Needs and Disabilities (SEND) are supported to achieve their full potential within an inclusive, high-quality learning environment. It sets out the principles that guide our provision, our expectations for teaching and support, and our collective responsibility for removing barriers to learning and supporting students to move towards greater levels of independence.

This policy provides a strategic overview of our approach to SEND. It should be read alongside the SEND Information Report, SEND Provision Map, and Accessibility Plan, which together outline the detailed processes and day-to-day implementation of this policy.

## Vision

At Warlingham, students with SEND are proud to belong to an inclusive, warm, welcoming and friendly school, built on mutual respect for each other, the school environment and our community. They feel safe, valued, respected and challenged to strive for the best for themselves and others. Students with SEND hold themselves to the highest standards so that they are able to interact confidently, positively and successfully in a range of contexts and situations, at school and beyond.

Our school is committed to fostering an inclusive environment where all students, including those with SEND, thrive academically and socially. By prioritising improvements in classroom teaching, we aim to reduce reliance on additional support, encouraging students to work independently and confidently over time.

## Aims

- **Adaptive Teaching for All:** Prioritise adaptive, high-quality teaching practices that support all students, especially those with SEND, within the standard classroom environment.
- **Deliver Transformative Interventions:** Ensure that any interventions taking students out of class are essential, purposeful, and transformative, designed to help learners return to lessons more confident, capable, and independent.
- **Empower Teaching Assistants as Expert Scaffolders:** TAs work collaboratively with teachers as expert scaffolders of learning, enhancing classroom quality, promoting curriculum adaptation, maintaining high expectations, and building learner independence.
- **Build Confident, Independent Learners:** Enable students with SEND to progress independently by systematically reducing support while fostering metacognition, resilience, and self-regulation.
- **Maintain High Expectations and Inclusion:** Students with SEND experience high levels of support and challenge in a culture of mutual respect and inclusion, ensuring every learner experiences success and belonging.

## Adaptive Teaching and SEND

Adaptive teaching requires teachers to be responsive and flexible, making purposeful adjustments for individuals or groups where needed. These adaptations remain essential for some pupils with SEND, even within an excellent whole-class offer.

Although adaptive teaching is for all pupils, it holds particular significance for pupils with SEND. Teachers should:

- draw on SEND profiles and pupil passports,
- use specialist guidance when planning and adapting lessons,
- identify when whole-class strategies are *not* enough,
- and implement individual adaptations confidently and proactively.

Adaptive teaching supports the principle that pupils with SEND can achieve ambitious outcomes, but may need personalised support to do so.

## Definitions

### Definition of Special Educational Needs from the Special Educational Needs and Disability Code of Practice (SEND Code of Practice 2015)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

### Disabled children and young people

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

## Identification of SEND

### Special Education Needs and Disabilities (SEND Register)

At Warlingham we will consider adding students to the SEND register **when they require provision that is *additional to or different from the education normally available to pupils of the same age*** within mainstream teaching.

This threshold is based on:

- **SEND Code of Practice, 6.15–6.28**, and
- **Children and Families Act 2014, Section 20** (definition of special educational needs).

We use the Graduated Response as outlined below to determine whether to add a child to the SEND register and will normally add a student where there is evidence of:

- **Persistent barriers** – despite high quality adaptive teaching the student continues to underachieve or struggle academically or emotionally.
- **Sustained attainment gap** – progress data shows that the pupil is not closing gaps with peers or attainment is significantly below expected.
- **Specialist Input** – Advice or strategies are required from external specialists (e.g. EP, SALT, OT, CAMHS)
- **Significant adjustment needed** – curriculum, timetable or environment needs to be modified beyond typical adaptive teaching

## **Adaptive Teaching**

Our first response to emerging needs is always to ensure that high-quality, adaptive teaching is taking place in every classroom. We recognise that most students' needs can and should be met through this inclusive classroom practice, supported by effective adaptation and responsive teaching.

**Adaptive teaching** is the process of adjusting teaching approaches, resources and support in response to pupils' individual strengths, needs and progress, so that all learners can access the same ambitious curriculum and achieve success.

Adaptive teaching requires teachers to be responsive and flexible, making purposeful adjustments for individuals or groups where needed. These adaptations remain essential for some pupils with SEND, even within an excellent whole-class offer.

Although adaptive teaching is for all pupils, it holds particular significance for pupils with SEND. Teachers should:

- draw on SEND profiles and pupil passports,
- use specialist guidance when planning and adapting lessons,
- identify when whole-class strategies are *not* enough,
- and implement individual adaptations confidently and proactively.

Adaptive teaching supports the principle that pupils with SEND can achieve ambitious outcomes, but may need personalised support to do so.

## **Graduated Approach**

While high-quality, adaptive teaching is the foundation of inclusive practice, some pupils may continue to experience barriers to learning despite these adjustments.

Where a pupil does not make expected academic progress, or continues to experience significant social, emotional or behavioural difficulties, the school will initiate the **Graduated Approach** — a structured cycle of Assess, Plan, Do, Review.

This ensures that support becomes increasingly personalised and targeted, drawing on specialist advice where necessary, so that provision is additional to or different from that ordinarily available within the classroom.

The Graduated Approach is the framework through which we identify, assess and meet special educational needs in a systematic and evidence-based way. It is a continuous cycle of Assess, Plan, Do, Review, ensuring that provision is responsive and refined over time.

This approach enables teachers, support staff, parents and specialists to work together to understand a pupil's needs, implement targeted strategies, monitor impact and adjust support accordingly. It reflects our commitment to early identification, collaboration and a relentless focus on progress and inclusion.

A visual overview and summary table are included within this policy to outline the Assess–Plan–Do–Review cycle and how it is implemented at Warlingham School and Sixth Form College. Full operational guidance, including thresholds, expected practice, documentation requirements and review processes, is set out in the *Graduated Approach Framework* (Appendix 1). This ensures clarity, consistency, and fidelity to statutory expectations, while the summary within this document provides a concise reference point for staff, parents and governors.

## Summary of Graduated Approach



Stage	Purpose	Who Does What	Key Activities
<b>Assess</b>	Build a clear picture of needs and evaluate the quality of educational experience.	<p><b>Teachers:</b> Identify concerns; contribute to assessments.</p> <p><b>TAs:</b> Share observations; complete targeted assessments; support QA.</p> <p><b>SENDCo/Assistant SENDCo:</b> Lead assessments, observations and referrals; meet students/parents.</p> <p><b>Parents:</b> Share observations and external reports.</p> <p><b>Students:</b> Communicate difficulties and engage in assessments.</p> <p><b>Pastoral/Senior Leaders:</b> Provide insights; support QA.</p>	<ul style="list-style-type: none"> <li>• Screening assessments to build a baseline understanding of need, identify strengths and challenges, and inform whether further assessment or intervention is required.</li> <li>• Classroom observations to capture how the student experiences the classroom environment, routines, instructions and task demands</li> <li>• Pupil, parent and teacher voice.</li> <li>• Evaluation of classroom inclusivity and curriculum accessibility</li> <li>• Ongoing monitoring of academic and personal development - progress is tracked through assessment data, work scrutiny, behaviour logs, attendance and wellbeing indicators.</li> <li>• Regular feedback cycles with staff, parents and specialists.</li> </ul>

<p><b>Plan</b></p>	<p>Develop an individualised support plan and strengthen whole-school inclusive practice.</p>	<p><b>Teachers:</b> Contribute to/support plans; implement strategies.  <b>TAs:</b> Support plan development and delivery.  <b>SENDCo/Assistant SENDCo:</b> Co-ordinate planning; set goals and review dates; monitor implementation.  <b>Parents:</b> Attend meetings and support implementation.  <b>Students:</b> Contribute to planning and work towards goals.  <b>Pastoral Leaders:</b> Provide insights; liaise with SEND team.</p>	<ul style="list-style-type: none"> <li>• Identify strengths and needs - assessment information is reviewed holistically to define what the student can do independently, where barriers remain, and what support will make the greatest difference.</li> <li>• Set clear learning goals and strategies - Specific, measurable and time-bound targets are agreed, alongside the approaches, interventions or environmental adjustments required to achieve them.</li> <li>• Confirm communication pathways.</li> <li>• Identify curriculum adaptations and monitoring steps.</li> <li>• Plan gradual reduction of scaffolding.</li> <li>• Identify CPD and collaborative planning needs.</li> <li>• Define TA role in feedback and curriculum adaptation.</li> </ul>
<p><b>Do</b></p>	<p>Deliver high-quality, adaptive teaching and targeted interventions.</p>	<p><b>Teachers:</b> Deliver adaptive lessons; implement strategies; adapt curriculum.  <b>TAs:</b> Adapt resources; deliver Wave 1 &amp; 2 interventions; follow specialist advice at Wave 3.  <b>SENDCo/Assistant SENDCo:</b> Lead CPD; monitor delivery; introduce evidence-based interventions.  <b>Parents:</b> Maintain communication; monitor engagement.  <b>Students:</b> Engage with support and interventions.  <b>Pastoral Leaders:</b> Support QA of Wave 1; promote inclusive practice.</p>	<ul style="list-style-type: none"> <li>• High-quality adaptive teaching that responds to strengths, needs and ongoing assessment.</li> <li>• Consistent use of personalised strategies - support strategies identified in the planning stage are embedded consistently across lessons and environments.</li> </ul> <p><b>Wave 1: Classroom Adaptations</b> - Universal, everyday adjustments in class to support access and independence. Examples: differentiated tasks, reduced sensory load, seating plans, strategy prompts, executive function support.</p> <p><b>Wave 2: Short-term targeted interventions</b> - Structured small-group or 1:1 programmes with clear goals and review points. Focus: key skills such as literacy, numeracy, working memory or regulation.</p> <p><b>Wave 3: Intensive specialist interventions</b> - High-need, personalised provision, often involving external specialists. May include: specialist assessment, therapeutic support, bespoke timetables, EHCP provision.</p>

<p><b>Review</b></p>	<p>Evaluate impact and decide next steps: continue, adapt, step-up or step-down.</p>	<p><b>Teachers:</b> Provide evidence of progress.  <b>TAs:</b> Report on interventions and daily progress.  <b>SENDCo/Assistant SENDCo:</b> Lead reviews; analyse outcomes; update plans.  <b>Parents:</b> Share home observations; attend reviews.  <b>Students:</b> Give feedback on what helps.  <b>Pastoral/Senior Leaders:</b> Provide attendance/behaviour data.</p>	<ul style="list-style-type: none"> <li>• Scheduled review meetings to evaluate progress, review provision and ensure that support remains appropriate, proportionate and effective.</li> <li>• Analyse progress against goals - assessment data, work samples, behaviour logs and qualitative observations are examined to judge whether planned outcomes are being met.</li> <li>• Gather pupil, parent and staff feedback.</li> <li>• Decide next steps and update support plan - provision is refined based on evidence of progress. Strategies may be continued, adapted or withdrawn, and further assessment or intervention considered if required</li> <li>• Set new targets and review dates; communicate decisions clearly.</li> </ul>
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## Transition

### Transition from Primary to Secondary

Effective transition is central to ensuring that new Year 7 students are well known, understood, and supported prior to joining the school. A dedicated Year 7 SEND team, working in partnership with the pastoral team, coordinates a comprehensive transition process.

Engagement begins at open evenings, where the SEND team meet families and offer additional SEND-focused tours. Following place allocation, detailed information is shared *from* primary schools to the secondary SEND team through meetings with SENDCOs, teachers, and pupils. The team also participate in local authority transition forums and programmes supporting vulnerable students.

Transition Profiles are created for all incoming students on the SEND register and shared with staff prior to September. These are reviewed and updated with parents and students once the cohort has settled.

Induction activities include two transition days for all students and an additional small-group induction for those identified as requiring enhanced support. On entry, targeted transition interventions and lunchtime support are provided for students who continue to find the adjustment challenging.

The SEND team maintain strong communication with parents throughout the process, attending all key transition events and offering opportunities for early liaison before and after the summer break.

### Transition from Secondary to Post-16

Preparation for transition begins from Year 7, with an emphasis on developing independence, confidence, and self-efficacy so that students leave fully prepared for their next steps academically, socially, and emotionally.

The SEND team work closely with the school's Careers Adviser to ensure that students make informed choices aligned with their long-term goals and understand the pathways required to achieve them. Students with SEND, along with those who are disadvantaged or otherwise vulnerable, are prioritised for careers interviews and receive additional guidance from the Year 11 Senior TA in researching and applying for college placements.

Information sharing and collaboration with post-16 providers are integral to this process. The SEND team liaise with colleges to prepare both the students and the receiving institutions for transition.

Where students remain within our sixth form, the SEND and sixth form teams work in partnership to ensure continuity of support. A representative from the sixth form attends all annual reviews for students with Education, Health and Care Plans (EHCPs).

Ongoing collaboration with parents, carers, and students supports thoughtful planning for future pathways beyond school. We as a school take immense pride in the confident, capable young people who move on successfully to the next stage of their education or training.

### **In-Year Transitions for Students with SEND**

We recognise that in-year admissions can be particularly challenging for students with SEND and are committed to ensuring a smooth and well-supported transition at any point during the school year. On entry, key information is gathered from previous settings, parents/carers and relevant professionals so that we have a clear picture of need, provision and successful strategies from the outset. Students are welcomed through a planned induction process, including orientation, key-adult introduction, timetable tailoring where appropriate and early communication with home to support confidence and belonging. Our approach prioritises maintaining continuity of support, reducing anxiety, and ensuring that students are able to settle, access learning quickly and make progress academically, socially and emotionally from their point of entry.

### **Targeted and Specialist Intervention**

This section outlines the additional and specialist provision available across the school for students whose needs require support beyond high-quality adaptive teaching. It summarises targeted (Wave 2) and specialist (Wave 3) interventions within each area of need identified in the **SEND Code of Practice (2015)**.

Wave 1—adaptive teaching and inclusive classroom practice—is not included here, as it forms part of the school's universal entitlement for all learners.

For full operational detail, including thresholds, staff responsibilities and graduated response pathways, please refer to the [Continuum of Support \(SEND\) 2025–2026](#).

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## **Cognition and Learning**

### **Wave 2: Targeted Interventions**

- **Literacy:** small-group or paired reading with peer mentors; structured phonics programmes (e.g. Fresh Start Phonics); SNIP Literacy Programme.
- **Numeracy:** small-group numeracy support (e.g. Numicon) and structured dyscalculia interventions.
- **Targeted skills development:** precision teaching of high-frequency and subject-specific vocabulary; working memory training using visualisation, mnemonics, and chunking.
- **Curriculum access:** pre-teaching of vocabulary and concepts; use of writing frames, graphic organisers, coloured overlays, and assistive technology.
- **Mentoring and self-regulation:** TA-led mentoring and coaching to develop learning behaviours, confidence, and independence.
- **Monitoring and review:** regular progress reviews by the TA; use of Individual Student Support Plans (SSPs) with SMART targets; collaboration with parents and subject teachers.

### **Wave 3: Specialist Interventions**

- **Individualised academic support:** 1:1 targeted intervention for English and Maths; bespoke learning programmes designed by Senior TA and SENDCo.

- **Specialist assessment and input:** Consultation with Educational Psychologist (EP).
  - **Multi-agency collaboration:** involvement of external professionals (EP, SALT, OT) through Team Around the Child meetings.
  - **Planning and review:** SENDCo-led review cycles, annual or emergency annual reviews, and support towards EHCP applications or alternative pathways as required.
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## Communication and Interaction

### Wave 2: Targeted Interventions

- **Language development:** structured vocabulary programmes (e.g. Colourful Semantics, Language for Thinking, Black Sheep Press); Talk Boost activities for sentence structuring and expressive language.
- **Social communication:** Social Stories™ and Comic Strip Conversations to teach social understanding; conversation circles and LEGO-based therapy to promote cooperative communication.
- **Attention and listening:** small-group activities to develop sequencing and auditory memory; use of visual supports and now/next boards.
- **Confidence and interaction:** structured small-group discussions, peer mentoring, and safe spaces to practise oracy.
- **Targeted planning:** Individual SSPs with communication-specific targets; regular monitoring by Senior TA; parent collaboration to reinforce strategies at home.

### Wave 3: Specialist Interventions

- **Speech and Language Therapy:** direct assessment and intervention by Speech and Language Therapist (SaLT); implementation of specialist programmes.
  - **Professional collaboration:** multi-agency meetings with SaLT, EP, and other specialists to coordinate support.
  - **Specialist staff input:** delivery by TAs and teachers trained in communication and interaction needs under SENDCo direction.
  - **Transition support:** enhanced planning for primary-to-secondary and post-16 transitions.
  - **Formal processes:** referral to EP or SaLT for further assessment; SENDCo-led reviews, EHCP applications, and alternative provision planning where appropriate.
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## Social, Emotional and Mental Health (SEMH)

### Wave 2: Targeted Interventions

- **Emotional literacy and regulation:** structured small-group sessions using Zones of Regulation; resilience and self-esteem programmes; emotion coaching.
- **Social development:** social skills groups (e.g. Talkabout), cooperative learning, and restorative practices.
- **Wellbeing support:** nurture groups; peer mentoring schemes; managing exam stress groups.
- **Parental partnership:** regular family check-ins and shared strategies to promote consistency between home and school.
- **Monitoring:** Individual or Pastoral Support Plans (PSPs) with SMART targets; risk assessments and behaviour support plans for complex needs.

### Wave 3: Specialist Interventions

- **Targeted professional input:** access to fully qualified BACP registered counsellors, Emotional Literacy Support Assistant (ELSA) support, CBT-based interventions, and art therapy.
  - **Multi-agency coordination:** involvement of CAMHS, Educational Psychologist, Early Help, and social care professionals in planning and review.
  - **Specialist assessment tools:** Boxall Profiles to inform emotional development planning.
  - **Provision pathways:** SENDCo-led multi-agency reviews, annual reviews, EHCP applications, and identification of alternative placements where necessary.
  - **Transition and reintegration:** structured support for transitions (KS2–KS3 and KS4–post-16) and access to dedicated calm spaces (The Link and The Bridge).
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## Physical and Sensory

### Wave 2: Targeted Interventions

- **Fine and gross motor skills:** handwriting and fine motor programmes; small-group physiotherapy exercises under OT guidance; sensory circuits and movement breaks.
- **Access to learning:** use of assistive technology (e.g. laptops, adapted keyboards, screen readers); modified seating; use of overlays or screen filters; noise-reducing aids.
- **Sensory regulation:** access to sensory rooms or quiet zones; weighted tools and calming strategies to support focus.
- **Independence development:** travel training, organisational aids, and peer buddy systems for mobility and confidence.
- **Collaboration:** regular liaison with parents and specialists (OT, physiotherapist, sensory services) to ensure consistency.

### Wave 3: Specialist Interventions

- **Specialist plans and assessments:** individual Health Care Plans, Access Plans, and risk assessments for mobility or medical needs.
- **External agency involvement:** input from Qualified Teachers of the Visually Impaired (QTVIs), Teachers of the Deaf (ToDs), Occupational Therapists, Physiotherapists, and medical professionals.
- **Staff training and supervision:** ongoing CPD for staff on physical and sensory impairments; SENDCo oversight of reasonable adjustments.
- **Regular review:** multi-agency meetings to evaluate provision; SENDCo-led annual reviews; EHCP applications where additional resources are required.

## Access and Inclusion

This section of the policy summarises the school's approach to improving accessibility and inclusion for all members of the school community. It reflects our statutory duties under the **Equality Act 2010** and forms part of our wider commitment to ensuring that every student can participate fully in the life of the school, both academically and socially.

The full **Accessibility Plan (2024–2027)** sets out the detailed objectives, actions, and timeframes through which the school will continue to:

- Increase the extent to which students with disabilities can participate in the curriculum;
- Improve the physical environment to ensure equal access to all areas of school life; and
- Enhance the availability and accessibility of information provided to students, parents, and staff.

This plan is reviewed regularly by the **Local Governing Committee** and **Senior Leadership Team**, with progress monitored through accessibility audits, student and parent feedback, and ongoing evaluation of inclusive practice.

For comprehensive detail, including measurable objectives and monitoring arrangements, please refer to the full [Accessibility Plan](#).

## **Integration of SEND across Key School Policies**

### **SEND and Attendance**

The school recognises the intrinsic link between special educational needs and attendance. We understand that for some students, barriers to attendance may arise from underlying learning differences, emotional or mental health needs, sensory sensitivities, communication difficulties, or physical conditions.

The **SENDCo** is actively involved in all attendance meetings for students with **Education, Health and Care Plans (EHCPs)** and for any student whose SEND may be contributing to patterns of absence. This collaborative approach ensures that attendance discussions are informed by a full understanding of each student's needs and that reasonable adjustments and targeted interventions are in place.

For students with EHCPs who are experiencing **Emotionally Based School Non-Attendance (EBSNA)**, the school works closely with families, the **Local Authority**, and external professionals to develop **graduated reintegration plans**. These may include bespoke or part-time programmes, therapeutic input, or alternative provision as part of a structured plan to re-engage students in education.

While this section outlines the relationship between SEND and attendance, **procedural details, thresholds, and statutory processes** are fully described in the school's [Attendance Policy](#), which should be read alongside this policy.

### **SEND and Safeguarding**

Safeguarding and SEND are closely interconnected. Students with additional needs can be more vulnerable to neglect, abuse, exploitation or bullying and may face barriers to communicating their concerns. The school ensures that safeguarding procedures are inclusive, proactive and aligned with statutory guidance in **Keeping Children Safe in Education (2024)**, the **SEND Code of Practice (2015)**, and the **Children's Wellbeing and Schools Act (2024)**.

The **SENDCo** works closely with the **Designated Safeguarding Lead (DSL)** to share relevant information, ensure appropriate risk assessments are in place, and coordinate support for students where SEND and safeguarding factors overlap. Staff are trained to recognise how communication difficulties, sensory needs, trauma or attachment issues may present, and to respond with sensitivity and vigilance.

The school monitors patterns of concern closely and uses an **adaptive curriculum** to deliver targeted, accessible safeguarding education for students with SEND. This includes additional or bespoke sessions that address emerging safeguarding themes in ways that match students' developmental understanding and communication levels. For example, in Year 9, the school delivers an adapted PSHE curriculum for students with additional needs, focusing on areas where SEND learners are statistically more vulnerable — such as **peer-on-peer abuse, sexual exploitation, online grooming, and bullying**. These sessions are reinforced through small-group and 1:1 intervention programmes led by trained staff.

The school promotes a culture where all students feel safe, listened to and respected, and where safeguarding responsibilities are shared by all members of staff.

**For further information on safeguarding procedures and responsibilities, please refer to the school's [Safeguarding and Child Protection Policy](#).**

### **SEND and Behaviour**

The school recognises that behaviour is a form of communication and that unmet or unidentified special educational needs can often underpin persistent or challenging behaviours. In accordance with the **SEND Code of Practice (2015)** and the **Children's Wellbeing and Schools Act (2024)**, we are committed to understanding the underlying causes of behaviour and responding in line with our mantra of high support as well as high challenge.

All staff are trained in trauma-informed approaches like emotion coaching, ensuring consistency and high expectations across the school. Where behaviour difficulties are linked to additional needs, individualised strategies—such as **Behaviour Support Plans (BSPs)**, are implemented and reviewed regularly through the graduated approach. The **SENDCo** collaborates with pastoral and safeguarding teams, parents, and external professionals to ensure interventions are evidence-based and proportionate.

The school monitors patterns of behaviour closely through regular data analysis, staff briefings, and multidisciplinary discussions to identify emerging themes or groups requiring additional support. Where concerns arise, targeted interventions are implemented. Such proactive interventions ensure that support is preventative, contextual, and responsive to need.

For full procedural detail on behaviour expectations, sanctions, and restorative processes, please refer to the school's [Behaviour Policy](#).

### **Governance and Oversight**

The **Local Governing Committee (LGC)** and the **Trust Board** hold statutory responsibility for ensuring that the school meets its duties under the **Children and Families Act (2014)**, the **SEND Code of Practice (2015)** and the **Equality Act (2010)**. The governing body provides strategic oversight of SEND provision, ensuring that policy, practice and resourcing are effective, inclusive and compliant.

The **SENDCo** reports termly to the **Senior Leadership Team (SLT)** and the **Local Governing Committee**, providing updates on identification of need, provision mapping, progress outcomes, staffing, and the impact of interventions. This information also informs the annual **SEND Information Report** published on the school website.

Governors undertake monitoring activities that may include:

- Reviewing the implementation and impact of the SEND Policy and Accessibility Plan.
- Receiving reports on outcomes for students with SEND, including attendance, attainment, progress and exclusions data.
- Participating in learning walks or SEND link visits to evaluate inclusive practice.
- Ensuring the appropriate allocation and use of the notional SEND budget and additional high-needs funding.

A **named SEND Governor** acts as a critical friend to the **SENDCo**, maintaining regular contact and reporting findings to the full governing body to inform strategic decision-making and school improvement priorities.

## Review and Evaluation

This policy is reviewed annually, or sooner where national policy, legislation or school practice changes. The **SENDCo** leads the review process in consultation with the Senior Leadership Team, SEND link governor, staff, parents and students.

Ongoing evaluation of SEND provision takes place through:

- Regular review of individual student outcomes, interventions and support plans as part of the **Assess–Plan–Do–Review** cycle.
- Annual analysis of SEND data, including progress, attendance, exclusions and destinations.
- Feedback gathered from students, parents, staff and external professionals to inform continuous improvement.
- Internal and external audits of SEND practice, including those undertaken by the Trust and Local Authority.

Findings from these evaluations are used to update practice, inform staff development, and ensure that SEND provision continues to reflect current research, statutory guidance and the school's inclusive ethos.

Approved by Local Governing Body	Autumn 2025
Due for review	Autumn 2026
SLT Member	Mrs B Hunt

## **Appendix 1 – The Graduated Approach Framework**

### **Assess**

Assessments are not limited to identifying student needs but also include evaluating the quality of education each student receives. This comprehensive assessment includes:

#### **Identification and assessment of need**

##### **Roles and Responsibilities**

- **Teachers:** Identify initial concerns, input to any assessment processes and provide feedback.
- **TAs:** Provide observations and insights, complete targeted assessments, contribute to annual review process, support in the quality assurance process for adaptive teaching. Contribute to regular year team meetings designed to bring data and information together.
- **SENDCo / Assistant SENDCo:** Lead on targeted assessments and access arrangements, carry out classroom observations, focus groups and meet with students and parents. Refer and contribute to referrals for external agencies and co-ordinate annual reviews.
- **Parents:** Share observations and insights, update the school with any assessments completed externally.
- **Students:** Communicate difficulties, seek support when needed, complete assessments as required.
- **Pastoral and Senior Leaders:** Provide observations and insights, support quality assurance process and input into assessment processes.

##### **Identification of student need**

- Complete screening assessments, refer to external agencies for assessment and contribute to these assessment processes where needed.
- Targeted classroom observations for individual students to identify barriers to learning and participation.
- Engage with student, teacher and parent voice to support in assessing needs.

##### **Quality of Learning Environment**

- Classroom observations and evaluations to assess the inclusivity and effectiveness of teaching strategies.
- Review of student engagement, participation, and independence within the classroom setting.

##### **Curriculum Relevance and Accessibility**

- Evaluating whether the curriculum content is accessible and engaging for SEND students through regular assessments.
- Evaluating whether the curriculum meets students' cognitive, emotional, and social needs.

##### **Progress Tracking**

- Continuous monitoring of both academic progress and personal development to tailor support.
- Regular feedback cycles with staff, parents, and external specialists to ensure alignment with each student's learning journey

## Plan

Strategies focus on developing whole-school practices that enhance the quality of education for SEND students by building teaching capacity.

## Development of a Support Plan

### Roles and Responsibilities

- **Teachers:** Contribute to and engage with support plans and implement classroom strategies, collaborating closely with TAs and the SEN department.
- **TAs:** Support in development and implementation of support plans, collaborating closely with teachers.
- **SENDCo / Assistant SENDCo:** Co-ordinate with teachers, parents, students and wider staff body in developing support plans, identify and communicate with stakeholders, monitor teachers and TAs implementing strategies. Collaborate with students, staff and parents to set meaningful goals and dates for review.
- **Parents:** Share observations, attend meetings, contribute to the development of a support plan and support school in its implementation.
- **Students:** Engage with meetings and contribute to the development of an agreed support plan, and work towards agreed goals.
- **Pastoral Leaders:** Provide observations and insights, contribute to support plans, seek input and engagement from SENDCO/SEN team as appropriate.

### What

Create an individualized support plan based on the assessment results.

### How

- **Identify Strengths:** Showing how they can be used to achieve success.
- **Define specific learning goals:** Identify appropriate support strategies, language to be used and scripts to be followed.
- **Identify Stakeholders and Communication Pathways**
- **Identify Curriculum adaptations** - outline steps to monitor progress and specify a review date; ensure the plan promotes gradual reduction in scaffolding to encourage independent learning.
- **Identify Staff Training Needs** - Professional development focused on inclusive teaching strategies, such as scaffolded instruction, differentiation, and adaptive assessment methods. Specialized training for departments on curriculum modification to enhance SEND students' access and engagement.
- **Identify Collaborative Curriculum Planning opportunities** - Regular collaborative sessions where SEND specialists work alongside teachers to design inclusive lesson plans. Departments engage in shared planning to ensure subject-specific curriculum adaptations meet varied learning needs effectively.
- **Plan for Enhanced Role of TAs in establishing feedback cycles** - TAs work with teachers on planning and curriculum adaptation, contributing to curriculum development rather than individual student support. Regular feedback cycles with TAs to ensure curriculum content meets the intended objectives.

## **Do**

### **Quality First Teaching and Whole-School Support**

The primary focus of the graduated approach is on enhancing classroom teaching quality through school-wide, inclusive practices.

#### **Roles and Responsibilities**

- **Teachers:** Plan and deliver adaptive lessons, attend appropriate CPD, implement classroom strategies as per students support plans, making curriculum adaptations where necessary and collaborate with the SEN team.
- **TAs:** Collaborate closely with teachers, support making curriculum adaptations and resources, deliver targeted interventions at Wave 1 and 2, liaise with and follow direction from external professionals at Wave 3.
- **SENDCo / Assistant SENDCo:** Co-ordinate staff CPD, monitor teachers and TAs implementing classroom strategies, research, implement and monitor the delivery of evidence-based interventions at Wave 1 and 2, liaise and follow direction from external professionals at Wave 3.
- **Parents:** Maintain frequent and positive communication with teaching staff, and the SEN team, monitor behaviour, attendance and attainment data on arbor and encourage their child to engage with support both inside and outside of the classroom.
- **Students:** Engage with support provided, attend interventions, work with the teacher towards agreed goals asking for support when needed
- **Pastoral Leaders:** Support with quality assurance of Wave 1 intervention, facilitate with CPD, encourage development of inclusive and adaptive teaching through line management of department areas.

#### **Ongoing Professional Development:**

- Whole-school training on inclusive practices and adaptive teaching methods.
- Workshops and coaching sessions to build staff capacity in meeting diverse needs within the classroom environment.

#### **Wave 1: Classroom Adaptations:**

- Emphasis on inclusive and adaptive teaching, using meaningful and manageable strategies that are evidence based such as Rosenshine's principles of instruction.
- Personalised strategies for individual students are implemented effectively within the classroom as directed by students' profiles and informed by assessment process including input from external professionals.
- TAs collaborate with teachers to adapt curriculum, reducing dependence on direct support.

#### **Wave 2 Interventions:**

- Targeted interventions for students who are not making expected progress with quality first teaching alone. These interventions are short-term and aim to support specific skills or address identified learning gaps.

#### **Wave 3 Interventions:**

Individualized, intensive interventions designed for students with significant needs that require the support of specialists and external agencies e.g. Speech & Language Therapy (SALT) assessment and programmes delivered by therapist or trained staff, Specialist ASC Outreach Support (Limpsfield Grange), Support from Specialist Teachers for Inclusive Practice (STIPS).

#### **Review**

Regular reviews assess the impact of curriculum content, intent, and implementation, focusing on potential improvements that further enhance the educational experience for SEND students.

## **Roles and Responsibilities**

- **Teachers:** Regularly review, adapt and feedback on curriculum adaptations and the implementation of individual student support plans, communicate with students, parents and wider staff on students' engagement and progress, contribute to review processes.
- **TAs:** Regularly feedback on curriculum adaptations and the implementation of individual student support plans, regularly review interventions, their implementation and success, input to review processes.
- **SENDCo / Assistant SENDCo:** Coordinate annual reviews, organise and include staff, parents and students in review processes, quality assure curriculum adaptations and the implementation of student support plans, identify and amend targets and share with all stakeholders.
- **Parents:** Attend parents evenings and meetings, feedback and input observations and insights, work alongside staff and their child towards agreed targets providing necessary support as agreed.
- **Students:** Feedback on their own learning and experience, contribute to review processes and work alongside parents and staff to agree targets.
- **Pastoral Leaders:** Input insight and observations into review processes, support and attend meetings where necessary.

## **Evaluating Curriculum Impact:**

- Analysis of curriculum outcomes to ensure SEND students are progressing comparably to their peers.
- Review of curriculum implementation fidelity, ensuring that adjustments and adaptations benefit all students inclusively.

## **Feedback-Driven Adjustments:**

- Incorporating insights from students, teachers, and parents to refine curriculum design and teaching approaches.
- Regular consultation with SEND staff to explore additional resources or training needed for continued curriculum improvement.

## **Impact on Independence:**

- Assessing how curriculum modifications and teaching practices promote student independence.
- Reviewing the gradual removal of scaffolding to ensure students gain skills for autonomous learning.

## **Monitoring and Evaluation**

- Interventions and classroom adjustments are evaluated for their impact on student independence and curriculum access.
- Progress reviews include assessing the impact of curriculum intent and implementation on SEND students' learning experiences.

## **Consulting with Parents/Carers**

Parents/carers are essential partners in the SEND process, with open communication to ensure support plans are aligned with student needs and development goals.

## Appendix 2 - Legislation and Guidance

This policy and information report is based on the **statutory Special Educational Needs and Disability (SEND) Code of Practice: 0–25 Years (2015)** and the following key legislation:

- **Part 3 of the Children and Families Act (2014)** – which sets out schools’ responsibilities for students with special educational needs and disabilities.
- **The Special Educational Needs and Disability Regulations (2014)** – which detail schools’ duties in relation to Education, Health and Care (EHC) plans, the role of the SENDCo, and the SEND Information Report.
- **The Equality Act (2010)** – which places a duty on schools to make reasonable adjustments for students with disabilities and to ensure they are not disadvantaged or discriminated against.
- **The Children’s Wellbeing and Schools Act (2024)** – which strengthens the duty on schools to promote mental health, wellbeing and attendance as integral to inclusion and safeguarding.
- **The Education Act (2011)** and **Education and Inspections Act (2006)** – which reinforce the right to a broad, balanced and inclusive curriculum for all learners.
- **The School Admissions Code (2021)** – which ensures fair and non-discriminatory access to school placements for students with SEND.

This policy is also informed by the following statutory and national guidance:

- **Keeping Children Safe in Education (DfE, 2024)**
- **Working Together to Safeguard Children (DfE, 2023)**
- **Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2022)**
- **Supporting Pupils at School with Medical Conditions (DfE, 2017)**
- **Mental Health and Behaviour in Schools (DfE, 2018)**
- **Education Endowment Foundation (EEF) Guidance: Special Educational Needs in Mainstream Schools (2020)**
- **Ofsted Education Inspection Framework (EIF, 2023)**

This policy also complies with the school’s **funding agreement** and **articles of association**.

## **Appendix 3 - Links with Other School Policies and Documents**

### **Links with Other School Policies and Documents**

This SEND Policy should be read alongside, and in conjunction with, the following school and trust-level documents:

#### **Core Linked Policies**

- **Accessibility Plan (2024–2027)**
- **Attendance Policy**
- **Behaviour for Learning Policy**
- **Safeguarding and Child Protection Policy**
- **Equality, Diversity and Inclusion Policy**
- **Teaching and Learning Policy**
- **Curriculum Policy**
- **Assessment and Feedback Policy**

#### **Additional Related Policies and Documents**

- **SEND Information Report** (published annually on the school website)
- **Medical Conditions Policy**
- **Educational Visits Policy**
- **Anti-Bullying Policy**
- **Health and Safety Policy**
- **Exclusions Guidance**
- **Home–School Agreement**
- **Complaints Policy**
- **ICT and Online Safety Policy**
- **Staff Code of Conduct**
- **Trust-level Policies** (as applicable within Tandridge Learning Trust, including HR, Safeguarding, and Equality documentation)