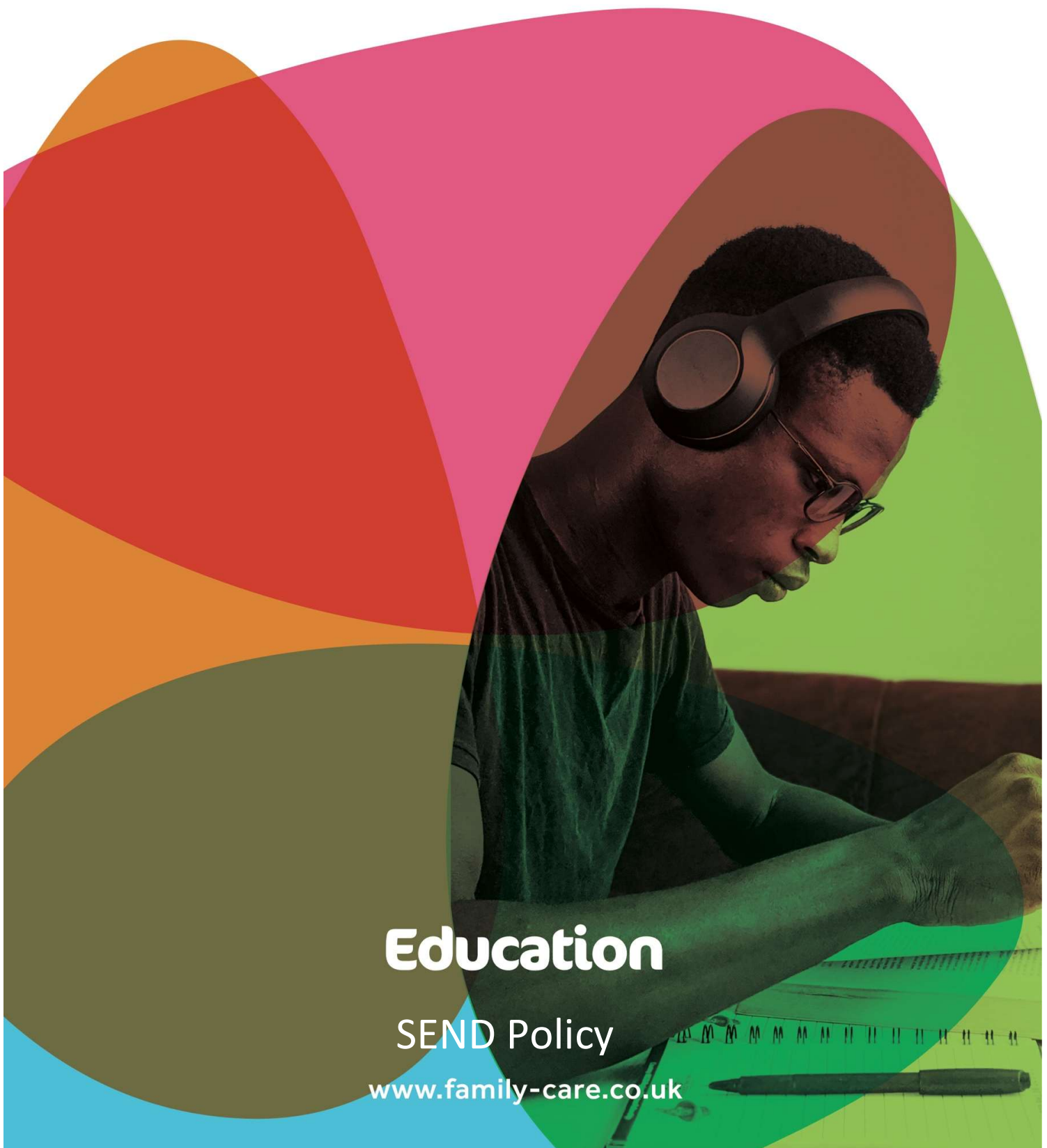


FamilyCare

Healing pasts • Building futures



Education

SEND Policy

www.family-care.co.uk

SEND Policy

Implementation/Reviewed: September 2026

Date of Next Review: September 2027



Policy Statement

Family Care Education schools are committed to the belief that all pupils are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

This school, therefore, aims to maintain high aspirations and expectations for pupils with special educational needs and disabilities (SEND).

This policy complies with the Department for Education's Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities .

It also meets the requirements set out in sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

Other relevant legislation is the:

- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014.

The Aims of the Policy

This policy sets out the procedures for ensuring that pupils identified as having SEND have their needs addressed through supported access to a broad and balanced curriculum. In meeting these responsibilities, the school will have due regard to the Special Educational Needs and Disability Code of Practice.

Summary of the SEND Policy

Family Care Education is committed to ensuring that all children, including those with special educational needs and disabilities (SEND), receive the support they need to thrive. This policy outlines how we identify, assess, and support pupils with SEND, in line with national legislation and the SEND Code of Practice (2015).

Key Points:

- **Inclusive Approach:** All pupils are entitled to high-quality teaching and support to help them achieve their best.
- **Identification:** Pupils are identified through regular assessment and observation. If progress is slower than expected, further support is considered.
- **Support System:** We follow a graduated approach – Assess, Plan, Do, Review – to provide targeted interventions.
- **Collaboration:** Parents, carers, and pupils are involved in every stage of the process.



- **SENCO Role:** A designated, qualified SENCO leads and coordinates SEND provision across the school.
- **EHC Plans:** If required, the school will support applications for Education, Health and Care (EHC) needs assessments.
- **Medical Needs:** Pupils with medical conditions receive coordinated support through healthcare plans.
- **Transitions:** Support is in place to help pupils with SEND move smoothly between key stages and prepare for adulthood.
- **Information Sharing:** The school publishes a SEND Information Report and contributes to the Local Offer, which details the support available.
- **Monitoring:** We track the effectiveness of our SEND provision and continuously improve through training and review.

Procedure

School Responsibilities

This school will:

- Use our best endeavours to make sure that a pupil with SEND gets the support they need; this means doing everything we can to meet their needs
- Ensure that pupils with SEND engage in the activities of the school
- Designate a skilled and experienced teacher to be the special educational needs coordinator (SENCO).
- Prepare a SEN information report
- Publish our arrangements for the admission of disabled pupils, the steps we take to prevent disabled pupils from being treated less favourably than others, the facilities we provide to enable access to the school for disabled pupils, and our accessibility plan showing how we plan to improve access progressively over time.

Senior Leadership Responsibilities

The quality of teaching for pupils with SEND, and the progress made by pupils, will be a core part of our performance management arrangements and our approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, will identify any patterns in the identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of our teaching.

Identification will be built into the overall approach to monitoring the progress and development of all pupils.

Our arrangements for assessing and identifying pupils as having SEND will be agreed with the local authority (LA) and set out as part of the Local Offer. We will publish our arrangements as part of the information we make available on SEND.

The Role of the SENCO

The SENCO has an important role to play, along with the Head and Proprietor in determining the strategic development of SEND policy and provision in the school. The SENCO has day-to-day responsibility for the operation of this policy and the coordination of specific provision made to support individual pupils, including those who have education, health and care (EHC) plans.

The SENCO will provide professional guidance to colleagues and will work closely with staff, parents and other agencies.

Class/Subject Teacher Responsibilities

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the types of special need most frequently encountered.

Identifying SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision – i.e. provision that is different from, or additional to, that normally available to pupils of the same age. By making higher-quality teaching normally available to the whole class, it is likely that fewer pupils will require such support. This school expects such improvements in whole-class provision to be more cost-effective and sustainable.

This school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and Key Stages, where appropriate. At the same time, we will consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class and subject teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. We will identify pupils who are making less than expected progress, given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers, starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap.

Medical Conditions

The Children and Families Act 2014 places a duty on all maintained schools, academies and free schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where they also have SEND, their provision will be planned and delivered in a co-ordinated way with the healthcare plan.

In meeting this duty, this school will have regard to the Department for Education's Supporting Pupils at School with Medical Conditions: Statutory Guidance for Governing Bodies of Maintained Schools and Proprietors of Academies in England.





Providing Support

This school's first response to less than expected progress will be high-quality teaching that is targeted at a pupil's areas of weakness. Where progress continues to be less than expected, the class or subject teacher, working with the SENCO, will assess whether the pupil has SEND. While informally gathering evidence (including the views of the pupil and their parents), we will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help to identify their particular needs.

When a pupil is identified as having SEND, we shall take action to remove barriers to learning and put effective special educational provision in place. This support will take the form of a four-part cycle through which earlier decisions and actions are re-visited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

If the pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, we will consider involving specialists, either secured by the school itself or from outside agencies.

Requesting an EHC Needs Assessment

SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where a pupil does not make expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet their needs, the school or parents should consider requesting an EHC needs assessment. To inform its decision about this assessment, the LA will expect to see evidence of the action taken by the school as part of its support.

Partnership with Parents and Pupils

In fulfilling these duties, this school will ensure that pupils and parents/carers are actively involved in decision-making throughout.

Use of Data and Record Keeping

The provision made for pupils with SEND will be recorded accurately and kept up to date. Details of pupils' needs, outcomes, teaching strategies and the involvement of specialists will be recorded as part of our routine management system.

We will record details of additional or different provision made under SEND support. This will form part of regular discussions with parents about the pupil's progress, expected outcomes from the support and planned next steps. We will ensure that we have accurate information to evidence the support that has been provided over the pupil's time in the school, as well as its impact.

The SENCO will use a provision map to:

- Maintain an overview of the programmes and interventions used with different groups of pupils; and
- Provide a basis for monitoring the levels of intervention.

Publishing Information: SEN Information Report

The school will publish information in the prospectus about the implementation of its policy for pupils with SEND. The information published will be updated annually and any changes additional

changes that occur during the year will be added as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include:

- The kinds of SEND that are provided for
- Policies for identifying pupils with SEND and assessing their needs, including the name and contact details of the SENCO
- Arrangements for consulting and involving young people with SEND and the parents of children with SEND
- Arrangements for assessing and reviewing pupils' progress towards outcomes (including the opportunities available to work with parents and young people as part of this assessment and review)
- Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood; as young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- The approach to teaching pupils with SEND
- How adaptations are made to the curriculum and the learning environment of pupils with SEND
- The expertise and training of staff required, including how specialist expertise will be secured
- Evaluation of the effectiveness of the provision made for pupils with SEND
- How pupils with SEND are enabled to engage in available activities along with their peers who do not have SEND
- Support for improving emotional and social development (including extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying)
- How the school involves other bodies, including health and social care bodies, LA support services and voluntary sector organisations, in meeting pupils' needs and supporting their families
- Arrangements for handling complaints from parents about the provision made for their child at the school
- Arrangements for supporting looked-after pupils who have SEND.



The school will ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It will include information on the school's SEND policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and where the Local Offer is published.

Staff Training

Staff will regularly undergo appropriate training as identified by the SENCo.

Links to Other Policies

- Admissions Policy
- Complaints Policy

Monitoring and Evaluation

The school management committee will review the effectiveness, including its impact, of this policy annually.



Glossary of Key Terms

Term	Definition
SEND	Special Educational Needs and Disabilities – learning difficulties or disabilities that make it harder for a pupil to learn than most children of the same age.
SENCO	Special Educational Needs Coordinator – a qualified teacher responsible for overseeing the SEND provision in the school.
EHC Plan	Education, Health and Care Plan – a legal document describing a child's special educational needs and the support they need, which can include education, health, and social care services.
Graduated Approach	A four-part cycle – Assess, Plan, Do, Review – used to provide increasingly targeted support for pupils with SEND.
Local Offer	A published guide by the local authority detailing all SEND services and support available in the area.
High-Quality Teaching	Teaching that is well-planned, inclusive, and differentiated to meet the needs of all pupils.
Reasonable Adjustments	Changes made to help disabled pupils fully participate in school life, in line with the Equality Act 2010.
Provision Map	A tool used to record and monitor the support and interventions provided for pupils with additional needs.
Statutory Guidance	Government-issued advice that schools must follow unless there is a good reason not to.