



# THE EARLS HIGH SCHOOL

EXCELLENCE | CARE | PARTNERSHIP

## SEND Policy

|                     |              |                      |
|---------------------|--------------|----------------------|
| Author              | Headteacher  | Date: September 2025 |
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## 1. Aims

- To provide high quality provision for those students who have special educational needs relating to learning difficulties, so that they make rapid progress in developing key skills, and are thus able to access the full curriculum and to achieve their potential.
- Provision mapping in the 4 core areas: 'cognition and learning needs', 'social, emotional and mental health needs', 'communication and learning needs' and 'sensory and/or physical needs'.
- Regular data tracking shows that the students on the SEND register are meeting their targets across the curriculum.
- All students at The Earls High School receive support for their learning needs, enabling them to develop their skills, knowledge, self-belief and understanding, to their full potential and maximum personal benefit.
- All students are able to have full access to a broad, balanced and differentiated curriculum that satisfies individual learning needs.
- All students receive the highest quality teaching, enabling them to develop their reading, literacy and numeracy skills.
- All teachers at The Earls High School know that they are responsible for meeting the needs of the students they teach.
- All students' learning happens alongside their physical, emotional, spiritual, moral, cultural and social development.
- All parents/carers have an important role in supporting their child and are consulted and informed according to the requirements of the 2014 Code of Practice.
- All governors have a clear responsibility for ensuring that The Earls High School implements its learning support policy.

## 2. Vision and Values

The Earls High School is an inclusive school. It is the school's aim to ensure that students with SEND are included in all aspects of school life and experience a fully inclusive curriculum. This is achieved by ensuring that the 4 areas of need, as set out in the SEN Code of Practice, are met:

- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Communication and Learning Needs
- Sensory and/or Physical Needs

Every student at The Earls High School has the opportunity to follow all National Curriculum subjects, as well as following an appropriate personalised curriculum pathway that may offer alternative qualifications.

We are committed to narrowing the attainment gap between SEND and non-SEND students.

### 3. Legislation and Guidance

This policy is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [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 coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [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
- The governance guide for [academy trusts](#) which sets out governors' responsibilities for students with SEND
- The [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 policy also complies with our funding agreement and articles of association.

### 4. Definitions of special educational needs and disabilities

#### 4.1 Special Educational Needs

A student has SEN 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 educational 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.

## 4.2 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.

## 4.3 The four areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

| AREA OF NEED                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication and interaction       | <p>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.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>                                                                                                                                                                                                                                                                            |
| Cognition and learning              | <p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li><li>• 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</li></ul> |
| Social, emotional and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"><li>• Mental health difficulties such as anxiety, depression or an eating disorder</li><li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li><li>• Suffered adverse childhood experiences</li></ul> <p>These needs can manifest in many ways, for example as challenging or disruptive behaviour, or by the student becoming withdrawn, anxious or isolated.</p>                                                                     |
| Sensory and/or physical             | <p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"><li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li><li>• A physical impairment</li></ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>                                                                                                                                              |

## 5. Roles and responsibilities

The Leadership of Student Needs:

- |                              |                  |
|------------------------------|------------------|
| • Head teacher               | Mrs N Hirsch     |
| • Lead Teacher for SEN/SENCO | Mr S Berry       |
| • Student Needs Manager      | Mrs L Fereday    |
| • Student Needs Manager      | Miss H Nicholson |
| • Student Needs Manager      | Mrs B Martin     |
| • Governor for SEND          | Mr R Cross       |

### 5.1 The Lead Teacher for SEN/SENCO

The Lead Teacher for SEN/SENCO is accountable to Mrs N Hirsch, Head Teacher.

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date
- With the headteacher, identify any staff specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and 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

- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 5.2 The Local Governing Body

- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Make sure that the school has arrangements in place to support any students with medical conditions
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Make sure that all students from year 8 until year 11 are provided with independent careers advice, including those with SEND
- Monitor the quality and effectiveness of SEND provision within the school

## 5.3 The SEN Managers

- Take a leading, practical role in the day-to-day administration and management of the team
- Monitor the quality and effectiveness of SEND provision within the school
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in school

## 5.4 The Headteacher

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- With the SENCO, identify staff training needs regarding SEN, and incorporate this into the school's plan for continuous professional development

- With the SENCO, regularly review and 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
- With the SENCO, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 5.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## 5.6 Exam Access Arrangements

Mr S Berry has been appointed by Mrs N Hirsch (Headteacher) as the specialist assessor for exam access arrangements. Mr S Berry is a qualified assessor and holds the CPT3A Level 7 Certificate of Psychometric Testing, Assessment and Access Arrangements Qualification. Mr S Berry is registered with the British Psychological Society RQTU Membership No. 326838

# 6. SEND information report

The school publishes a SEND information report on our website, which sets out how this policy is implemented in the school.

# 7. Our approach to SEND support

## 7.1 Identifying students with SEND and assessing their needs

We identify students who may have SEND through a variety of means, including:

- Concerns raised by families
- Concerns raised by teachers and / or pastoral and SEND staff
- Monitoring of attainment data
- Advice from external agencies and specialists



If a student is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

## 7.2 Consulting and involving students and parents/carers

The school will put the student and their parents/carers at the heart of all decisions made about special educational provision.

Conversations with students and parents / carers aim to ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

## 7.3 The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess
2. Plan
3. Do
4. Review

## 7.4 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN in a variety of ways, including:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Getting feedback from students, and their parents/carers

## **8. Attendance**

Some students with SEND face complex barriers to attendance. Their right to an education is the same as any other student and therefore the attendance ambition for these students is the same as it is for any other student. However, they may need additional support.

For further information, see our Attendance Policy.

## **9. Safeguarding**

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For further information, see our safeguarding/child protection policy.

## **10. Staff Training**

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will identify any training needs and will incorporate this into the school's plan for continuous professional development.

## **11. Links with external professional agencies**

Where necessary, the school will work with external support services such as:

- Specialist teachers, support and outreach services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

## **12. Admission and accessibility arrangements**

12.1 Children and young people with SEND have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours and within the available resources, in partnership with parents, to make the provision required to meet the SEND of students at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:

- It would be unsuitable for age, ability, aptitude or SEND of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.

## **12.2 Accessibility arrangements**

Our accessibility plan can be found in the 'Policies' section of our website.

## **13. Complaints about SEND provision**

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve the concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the headteacher. They will be handled in line with the school's complaints policy, which can be found on our website.

## **14. Related policies and documents**

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

## 15. GDPR

This policy adheres to the principles under Data Protection Law. For further information please see the school's Data Protection policy published on our website.

## 16. Monitoring arrangements

This policy will be reviewed **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur.