



SPECIAL EDUCATIONAL NEEDS POLICY

The school/ Centre policy acknowledges that the need of all pupils who have Special Educational Needs or disability either throughout or at any time during their school careers, working towards equality in schooling, must be addressed, and their rights to have access to a broad and balanced curriculum. The school is working towards a policy of inclusion making reasonable adjustments for children with disabilities.

Our philosophy is based on the belief that all children should be given the opportunity to develop their potential and be contributing and caring members of society. In this way we prepare them for their adult lives at home, at work and at leisure.

Definition

‘A learning difficulty which calls for special educational provision to be made’. In this context ‘learning difficulty’ means that the child has significantly greater difficulty in learning than the majority of the children his/her age and /or has a disability which hinders his use of everyday educational facilities.

‘Special educational provision’ means educational provision which is different from, or additional to, the provision made generally for children of comparable age’.

A child who has a learning difficulty, which requires special educational provision, is said to have special educational needs.

“SEN are the individual needs of pupils as identified by appropriate, on-going review and consultation which requires specific consideration or provision within the mainstream curriculum on a permanent or temporary basis”.

“Those pupils who exhibit learning difficulties with the spoken word, reading and/ or writing and/or numeracy. This will embrace those with physical disabilities, those who exhibit behavioural problems and those whose backgrounds inhibit their ability to learn”.

Aims

- To provide access for pupils with special educational needs to a broad and balanced education providing a range of support, resources and provisions as far as possible within mainstream education.
- To identify children with special educational needs and disabilities through a variety of means and in consultation with appropriate personnel
- To encourage parental involvement and support in the identification, assessment and delivery of special needs provision and implementation of inclusion for pupils with disabilities

- To liaise and develop co-operation between professional agencies in the diagnosis and treatment of pupils with special needs.
- To place children with SEN on a register and develop a system for recording continued assessment so that each pupil's performance can be monitored.
- Review provision and progress on a regular basis
- To create opportunities at each key stage for the pupil to develop knowledge, understanding and skills which enables the pupil to experience success and thereby increase self-confidence, develop self-esteem and create positive self-image.
- Staff with SEN expertise to liaise with appropriate staff and offer guidance with regard to special educational needs.
- To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning for all.
- To provide a range of support materials and resources for pupils with special needs
- To employ various strategies to encourage pupils to become literate in all areas of the curriculum.
- To create a caring and supportive environment in which pupils with SEN difficulties and disabilities can contribute to the provision provided in relation to their individual needs.

Objectives

- To clarify thinking on a particular issue
- To ensure consistency of approach with regard to a particular issue.
- To provide direction without being prescriptive
- To provide a standard for evaluating performance
- To provide a framework for action.

Role of the Head of Centre in absence of a SENCO

- Reviewing, monitoring and evaluating the school's SEN policy
- Co-ordinating provision for pupils with SEN.
- Liaising with other support services
- Identifying INSET needs for SEN, assess and ensure effective provision are in place to improve long term outcomes for all young people.
- Providing Individual teaching
- Supporting colleagues with advice, ideas, materials and techniques.
- Keeping records of any TAC / EHCP reviews
- To fully engage with parents/ Care givers and/ or young people with SEND when drawing up policies that affect them.
- Ensure that those teaching or working with pupils are aware of their needs and have arrangements in place to meet them.
- Ensure that tutors understand the strategies to identify and support vulnerable pupils and possess knowledge of then SEN and disabilities most frequently encountered in line with the schools PLTs (Personal Learning Targets, linked directly to the EHCP) and the schools ESP's (Emotional Support Plan).
- Cooperates with local authorities during annual EHC plan reviews.
- Takes steps to ensure that pupils and parents/ carers are actively supported in contributing to needs assessments and developing and reviewing EHC plans.

- Establishes and maintains a culture of high expectations and encourages pupils with SEND to fulfil their potential and become valuable members of society.

Involving Parents and Pupils in decision making

- Effective planning should help parents, children and young people with SEN express their needs, wishes and goals, and should:
- Focus on the child or young person as an individual, not their SEN label. Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strength and capacities.
- Enable the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual and their family
- Bring together relevant professionals to discuss and agree together the overall approach to supporting each learner **effectively** to succeed in education and life.
- Ensure pupils have the opportunity to feed into their EHCP reviews and implement innovative strategies to gather this information, e.g. Working with trusted adult outside the formal review so that they feel comfortable sharing their thoughts and feelings, this will ensure the plan is fully informed and accurate.

Assessment

Learners within TLE Independent School (TLEIS) will be assessed in all areas of education, social skills and emotional stability within the first half term of entering the school with information provided by previous educating provision. These results will be collated and feed into each pupils personalised timetable that includes bespoke differentiated academic work, social skills targets and goals to achieve or improve their emotional understanding, S.M.A.R.T targets will be implemented to promote positive outcomes.

All Personal learning targets (PLTS) will be closely linked to each individual's EHCP outcomes whenever possible.

These assessments will be reviewed half termly, termly, or yearly depending on the progress towards achieving PLTS.

Data and record keeping

The school will:

- Include details of intervention, teaching strategies as part of its standard system to monitor the progress and development of all students.
- Maintain an accurate and up to date register of the provision made for students with SEND
- Record any details of any additional or different SEND provisions; all above will be stored with a secure server that is owned by the school. Any other paper-based records will be kept in a lockable cupboard in line with our data protection policy.

Confidentiality

The school will not disclose any EHC plan without the consent of the student's parents except for disclosure:

- To an SEN and Disability Tribunal
- On the order of any court for the purpose of any criminal proceedings
- For the purposes of investigations of maladministration under the local government act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections
- To the person with SEND responsibility regarding the student's application for disabled students' allowance in advance of taking up a place in higher education
- To the principal (or equivalent position) of the institution at which the pupils is intending to start higher education.

Admissions

TLEIS will consider application for Pupils who have SEND or are under statutory assessment, but do not have an EHCP at the time of consultation.

The provision will require information of any disability or special educational need which may affect a pupil's ability to participate in the admissions procedure and take full advantage of the education provided at the School, so that the school can assess those needs and consult with parents about the adjustments which can reasonably be made to ensure that the application procedure is accessible for the candidate and that the School can cater adequately for the pupil should offer of a place be made.

The provision is limited to the number of students that they can have enrolled at TLEIS and this will be discussed with the referrer at the time of the referral.

TLEIS is not a secure unit and is not resourced to cater for learners who present with high levels of aggressive behaviour to learners or staff, cause significant damage to property and require high levels of skilled physical intervention.

Monitoring and review

This policy will be reviewed annually or in the following circumstances:

- Changes in legislation and/ or government guidance
- Because of any other significant change or event
- If the policy is determined not to be effective
- The policy will have an interim review but will still be reviewed annually.

If there are urgent concerns these should be raised to the Head of the school in the first instance for them to determine whether a review of the policy is required in advance of the review date.

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