

EDSTART SCHOOLS

SEN Policy

INCLUSION, ATTENDANCE & BEHAVIOUR

Policy owner	EdStart Specialist Education Ltd
Applies to	EdStart Schools – All Sites
Category	Inclusion, attendance & behaviour
Approval and validity	September 2026 to September 2027
Review trigger	Annual review, or earlier following statutory, regulatory or operational change

Status: This 2026 version supersedes all previous versions.

September 2026 Ofsted inclusion note

From September 2026, Ofsted's updated inspection toolkit makes inclusion a dedicated judgement area. As part of gathering evidence on inclusive approaches to attendance and behaviour, inspectors will check whether leaders have worked with parents and the local authority to ensure that pupils with an Education, Health and Care (EHC) plan have suitable support to attend and behave well, and that this is evidenced through the SEND support and EHCP review cycle. To evidence this, EdStart sites maintain and can demonstrate:

- a current record of each EHC plan's outcomes and specified provision, cross-referenced against that pupil's individual support arrangements;
- evidence of engagement with parents/carers and the local authority where an EHC-plan pupil's attendance or behaviour gives cause for concern, including the actions taken and their impact;
- regular review of whether reasonable adjustments and EHCP-specified provision are being delivered in practice, not only recorded on paper.

EdStart are a specialist educational alternative provision operating across various centres in the North West.

We deliver quality first teaching, support, mentoring and bespoke educational packages for secondary aged young people; mainly with social, emotional and mental health needs (alongside other additional needs) who may have been permanently excluded, or who are at risk of permanent exclusion from mainstream schools, or who are struggling to access educational provision. This could be due to complex needs linked to the four broad areas of SEND and could also be due to possible unidentified SENDs. These students may have an

Education Health Care Plan (EHCP) or need extra support to ensure they can remove barriers to their learning and access the education that they are entitled to.

Alongside our educational centres we have short-term KS3 Assessment Hubs and an Outreach Service that offers personalised packages of support to ensure students with EHCPs and more complex needs can reach their potential and fulfil their targets outlined in their EHCP. We specialise in ensuring any transitions are tailor-made and positively preventive focused. The SEND Team ensures the students receive the provision that they need which is outlined in their EHCP.

We have a clear focus and vision which is primarily to promote inclusion, ensure any additional needs are quickly identified, positively recognised and students are provided with the support they need and are entitled to; alongside ensuring we support them with a personal pathway of progression and assist to remove any barriers that students have to their learning. We strive to achieve collaborative teaching and learning and deliver structure interventions in order to establish individual and personalised learning journeys for all students regardless of their needs to ensure they realise their potential. We recognise the best opportunity to achieve their full potential and aim to equip our students to live safe, healthy and fulfilling lives, irrespective of their background, culture, ethnic origin, age, gender, religion or any other status.

EdStart's policy is designed to facilitate the provision of education to all students who need additional support to cope with the demands of life-long learning within a framework of 'excellence for all'.

EdStart believe that every student is an individual and has unique needs. Diversity is valued as a rich resource which supports the learning of all and the school believes that every student has an entitlement to develop their full potential and fulfil the desired holistic outcomes of the school's SEND and inclusion aims. We are committed to establishing more effective communication channels with the parents and carers of SEND students and with other external agencies. It also recognises the necessity to ascertain the wishes of the student with regard to any additional provision.

This policy refers to children and young people with special educational needs and disabilities (SEND) including why and how EdStart works with them. The guiding principle informing this policy is ensuring that children and young people with these additional needs are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of EdStart's learning community.

A child is defined as having Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made or if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either: a) Has significantly greater difficulty in learning than the majority of children of the same age. b) Has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school. Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (Code of Practice 2001, revised Sept 14). Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs. EdStart qualify as this type of provision which is additional to mainstream.

Identifying Special Educational Needs and Disabilities Special Educational Needs and Disability provision can be categorised as falling under four broad areas:

- Communication and Interaction - Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD).
- Cognition and Learning - Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SPLD) including but not limited to dyslexia, dyspraxia and dyscalculia.

- Social, Emotional, and Mental Health (SEMH) including but not limited to self-harm, depression, ADHD and attachment disorder.
- Sensory and/or Physical - Visual Impairment (VI), Hearing Impairment (HI), Multi Sensory Impairment (MSI) and Physical difficulties (PD).

It is important to note that a student can have significant barriers to learning in multiple categories of need.

Whilst these four areas broadly identify the primary need of a student, we also consider the needs of the whole child, which may also impact on a student's progress, such as:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Child Looked After
- Being a child linked to a service

How are students identified? The identification of the needs of individual students will be a continuum, incorporating transfer documents and internal or LA screening, referrals from parents, students themselves, all staff (including non-teaching/associate support staff) and external agencies. Assessment will be flexible, and a range of methods and procedures will be available in response to the nature of the identified needs. Funding schools. Local Authorities and EdStart SEND Team work cooperatively to ensure all student needs are met and information is passed on and used correctly.

We will identify SEN and assess student progress through: Teacher observation / assessment National Curriculum levels / Standardised Assessment Tests Literacy and Numeracy Tests Records from feeder schools Information from parents / carers / external agencies External exam results Student portfolios Provision mapping - provision mapping is a way of documenting the range of support available to SEN students within EdStart Diagnostic screening Baseline data Transition planning / Support

Prior to admission to EdStart It is the policy of EdStart to maintain and foster regular links with feeder schools in order to have knowledge and understanding of student's needs before transition. This is particularly important when a student has significant needs and an EHCP.

Positive established links will lead to the SENCo and other members of the department, being invited to attend Annual reviews of all students opting for a place at EdStart, where appropriate. Prior to admission the admission team will liaise with feeder secondary schools to ensure the effective transfer of information for all students including those with specific needs.

Where a student has a specific SEN, an individual meeting can be held to discuss their needs and separate visits will be arranged as required.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and has been written with reference to the following legislation and guidance documents:

- The Equality Act 2010: advice for schools DfE Feb 2013
- The Special Educational Needs and Disabilities Regulations 2014
- The Equality Act 2010
- The Children and Families Act 2014 The changes in the Children and Families Bill affect the way children with special educational needs or disabilities (SEND) are supported in schools. The new approach begun in September 2014 and placed pupils at the centre of planning. The key principles of the new legislation are:
1. Young people and their families should be involved in discussion about support they need, so that they can share their knowledge, and feed back to the school on the pupils' progress. 2. Education Health Care Plans (EHCP) replaced statements of SEN. New assessments for additional educational needs will follow the EHCP guidelines. 3. School Action and School Action Plus have ceased and will have been replaced by

a single school-based category for children who need extra, specialist support. As an AP all our students are on our SEN register and we categorise by waves of support (see 10.)

EdStart looks at a holistic view of all of our students and provides each student with a tailored learning plan that guides and supports. EdStart recognises that in order to meet the needs of students with additional needs, all staff and agencies need to work collaboratively. EdStart has an integrated approach when meeting the needs of students with a special educational need and will look at the student holistically to plan a tailored learning package. The SENCo will ensure every student with an EHCP has a one-page profile and all students are supported with a personalised approach that promotes their best outcomes. Each student has a detailed progress file which evidences how outcomes from the EHCP has been met.

- To work within the guidance provided in the Code of Practice 2015.
- To provide high quality first teaching and a strongly differentiated curriculum for all students.
- To seek the early identification of special educational needs and the assessment of need leading to effective additional support facilitated by one-page profiles.
- To ensure that SEND students take as full a part in the curriculum as possible. This includes an inclusive curriculum offer.
- To involve parents/carers at all stages additional support as we recognise that their partnership in the process is vital in securing successful outcomes for students. This is supported by a student-centred approach with student voice being at the heart of all decisions.
- EdStart recognises that many individuals will have a special educational need at some time and that they can be helped to overcome their difficulties.
- A graduated support model used to ensure earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of student needs and of what supports the individual in making good progress and securing good outcomes (see 9.)

EdStart is committed to supporting all students' individual needs. We recognise that we are all teachers of SEND.

Staffing: Roles and Responsibilities The SEN team in EdStart comprises of:

Lead Governor James Lowe Lead Strategic Kevin Buchanan Director of Education

Senco Jayne Szpunar Ast Senco Amy Nisbett Admin Sen Katie Buckley Consultations Team TBC

Roles and Responsibilities

Governing Body

- Must do their best to secure that the necessary provision is made for any student who has special educational needs.
- Must secure that, where the responsible person – the Headteacher or the appropriate Governor – has been informed by the Local Authority that a student has special educational needs, those needs are made known to all who are likely to teach him or her.
- Must ensure that all staff understand the importance of identifying and providing for students with special educational needs.
- Must publish in its annual report to parents, information on EdStart's policy for students with special educational needs. This report must include information on the success of the policy, significant changes in the policy and how resources have been allocated amongst students with special educational needs.
- Must ensure that students join in the activities of EdStart, together with students who do not have special educational needs, so far that it is reasonably practical and compatible with the student receiving the necessary educational provision, the efficient education of other students in EdStart and the efficient use of resources.
- Must have regard to the revised Code of Practice when carrying out their duties towards all students with special educational needs.
- Named governor, will present a report annually to the Governors.

The Executive Headteacher / Heads of School

- Has responsibility for the day to day management of all aspects of EdStart's work including provision for the students with special educational needs. This provision should reflect the SEND policy.
- May modify or dis-apply from the National Curriculum.
- Has responsibility for statutory assessments, statements and review procedure.
- Has responsibility for keeping the Governing Body fully informed on SEND issues.

Special Educational Needs Co-ordinator (SENCo)

- Works with the Headteacher and the governing body to determine the strategic development of the policy.
- Has responsibility for the day to day coordination of the SEN policy, maintaining EdStart's SEN register and monitoring the maintenance of records and one page profiles.
- Liaising with and advising teachers, co-ordinating provision for students with special educational needs.
- Contributing to in-service provision.
- Liaising with external agencies, including the Educational Psychologist and other support agencies, medical services, Connexions and voluntary bodies.
- Managing the specialist support staff.
- Delivering specialist training to all staff.
- Facilitating interventions across all services.
- Responsibility to ensure those with EHCPs have the support they require, and their goals are being met through the direction on the EHCP.
- Provision mapping.

Centre Managers have responsibility for:

- Ensuring that policies refer to SEN policy and are consistent with it.
- Ensuring that schemes of work meet the needs of the students with SEN and are relevant, balanced and differentiated etc.
- Monitoring and reviewing the departmental provision for SEN.
- Supporting the subject teachers in the delivery of appropriate and differentiated curriculum to SEN students.
- Liaising with teachers and the SENCo regarding the progress of students with SEN.
- EHCP annual reviews are held and actions met.
- Ensuring interventions are being delivered and tracked in their centre.
- Provision mapping.

Teachers and Specialist Staff have responsibility for:

- Collaborating with the SENCo /Centre manager to collect information and decide on what action to assist students.
- Collaborating with the SENCo in developing Individual Learning Plans.
- Be aware of the need to keep the SENCo informed of progress.
- Be aware of procedures for identification, assessment and provision for SEN students.
- Work with SEN students on a daily basis delivering the curriculum.
- Understand their responsibility to provide appropriately for students with SEN.
- Know where to find student information.
- Know what constitutes a trigger for action.
- Be involved in the development of policy.
- Develop constructive relationships with parents / carers and know the procedures for informing them that their child has SEN.

Associate Staff

- Associate staff should support teachers in the delivery of quality practice for students with SEN.

Day to Day Responsibility

The named person with responsibility for the day to day co-ordination of SEN is Jayne Szpunar, SENCo.

Statement of Intent

Addressing the needs of students designated with learning difficulties is the responsibility of every member of staff as we are an inclusive service and all support/teach young people with SEN.

Where students need additional support other than that of a classroom teacher for example with, reading intervention or a specific learning difficulty, an individual ILP will be coordinated by the SENCo to ensure that needs are identified and then ways of addressing the needs decided upon and delivered. One page profiles provide strategies for staff to ensure students progress can be made and reasonable adjustments are in place.

Students identified with specific needs will be monitored as a group within the context of the school quality assurance framework. Their individual progress and achievement will be monitored through the academic tutorial processes and provision mapping.

Children do not have a learning difficulty simply because the home language is not English. In the event of a student arriving at EdStart in need of language support, we will undertake an initial assessment and develop an ILP for the student where he/ she is supported in gaining improved communication skills and accessing the curriculum. Students who have English as a second language are assessed as to their needs regarding verbal and written understanding.

The SENCo will complete an EAL assessment and liaise with the LA team as necessary to establish if further EAL support or Speech and Language intervention is required.

On Admission EdStart will, where appropriate, initiate an intake screening procedure.

The screening process is used to collate information, to inform ILPs and is issued to staff:

- To produce differentiated work for lessons
- To indicate the needs of individual students and specific targets
- To identify students whose scores indicate a probable degree of difficulty in accessing the main curriculum at secondary level
- To group students in accordance with policy
- Where required students will undergo Psychological and/or Educational Assessments with specifically trained staff.

Students are targeted for increased levels of support and individual programmes of study to increase the ability to cope with the demands of education where required.

Students are re-tested at an appropriate point in order to ascertain rates of progress and to ensure there has been no regression. If regression occurs, the student is targeted for appropriate intervention.

The professional judgement by the subject teacher, concern expressed by parents and support agencies is accepted as valid criteria for initiating investigation into individual need. These contributions often provide significant information in social, emotional and behavioural areas.

If the assessments indicate SEN, the SENCo will:

- Use information from the previous school to shape initial provision
- Identify skills and note areas needing support
- Ensure ongoing observations / assessments / feedback
- Ensure students have opportunity to demonstrate knowledge and understanding
- Involve students in planning and agreeing their own targets
- Involve parents / carers in home / school learning

- This information will be presented in the form of an ILP (Individual Learning Plan) and form the basis for intervention.

All staff are involved in the identification of students with additional needs in their classroom. Staff must register their initial concern to the SENCo. These concerns are evaluated by the SENCo and decisions taken as to whether the concerns warrant action according to the SEN Code of Practice.

Detection and referral All staff can and should refer students they believe have SEN to the SENCo. Normal differentiated curriculum offer and teaching and learning strategies (Quality

(the key test of the need for action is evidence that current rates of progress are inadequate. There should not be an

to expect that a particular student will achieve) shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Submit an Initial Concern Form to SENDCo.

Improved Strategies Teaching First)

Intervention

After initial assessment a 3 week interim assessment of intervention to take teaching groups within the curriculum structure, withdrawal programmes, synthetic phonics to raise place.

Intervention Unsuccessful

Education Health Care Plans receiving an individualised programme and/or concentrated support, the student: An EHCP must specify: continues to make little or no progress in any appropriate facilities and equipment, specific areas over a long period staffing arrangements and curriculum continues working at National Curriculum any appropriate modifications to the levels substantially below that expected of application of the National Curriculum students of a similar age continues to have difficulty in developing any appropriate exclusions from the literacy and mathematics skills application of the National Curriculum, in has emotional or behavioural difficulties which detail, and the provision which it is proposed substantially and regularly interfere with their to substitute for any such exclusions in order to maintain a balanced and broadly based having an individualised behaviour Meet or curriculum; and management programme has sensory or physical needs, and requires exceed where residential accommodation is additional specialist equipment or regular appropriate national individual student outcomes the student or advice to the staff, by a expectations A new ILP is devised to set out the new strategies specialist service 11interaction has ongoing communication or required to meet the needs of the EHCP & support difficulties that impede the development of student progress. social relationships and cause substantial barriers to learning.

Provision In order to facilitate the provision of education to students who need additional support, the school will provide resources to meet the needs of such students.

Making higher quality teaching the norm is likely to mean that fewer students require additional support – such improvements in quality teaching first tend to be more cost effective and sustainable than additional support through one to one intervention and small group intervention. This is main focus of our additional support framework – as a number of groups will be operating below economic viability providing additional capacity through very favourable teacher: student ratios.

A range of support is available and will be allocated on the basis of identified needs, by the SENCo and the specialist providers.

- Support from teaching staff
- Alternative learning materials or equipment
- Alternative methods of recording work
- Small group teaching
- Access arrangements
- Intervention delivery
- Individual targeted teaching programme
- Access to specialist provision from within EdStart
- Access to specialist teaching programmes
- Access to LA or support services for advice on strategies / equipment / staff training
- Staff development to enhance skills

In addition, those students whose EHCPs specify extra resources (e.g. teacher support intervention, specialist equipment) will receive those resources from additional funding.

SEN provision, will be provided by ALL staff, who will work as a team, in liaison with specialists to meet the specific and individual the needs of the students concerned working in partnership with parents and carers and external agencies.

Teaching support assistants are allocated - where resources allow - to specific students or groups. Teaching Staff who are below their allocated teaching load are also deployed in order to support SEN students. Teaching Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.

How we do support students? We seek to provide three 'waves' of support for students, as described below. The SEND Code of Practice describes a 'graduated response' to identifying and meeting special educational needs which may be mapped as three waves.

The Waves of Intervention Model The Waves of Intervention Model expresses the idea of intervening systematically at a number of levels, and through progressively more tailored teaching and provision.

Wave 1 Wave 1 is about what should be on offer for all students: the effective inclusion of all students in high-quality everyday personalised teaching. This approach reduces from the start, the number of students who need extra help with their learning.

Wave 2 Wave 2 describes targeted small-group intervention for students who can be expected to catch up with their peers. Wave 2 intervention is designed for students for whom a well- structured short- term programme, possibly delivered by a support staff working with a teacher during student project time, is all that is needed to enable them to make accelerated progress.

Wave 3 Wave 3 is about intervention for students for whom quality first teaching and Wave 2 catch- up programmes are not enough. It is specific targeted intervention for individual students identified as requiring SEND support. It may need to be a more intensive programme, involving more individual support or specialist expertise. This is likely to be those who have EHCPs.

Where this wave model is working effectively it will have a funnelling effect, reducing through Quality First teaching the numbers requiring Wave 2 intervention and through Wave 2 the numbers who need more intensive and individual help. This means that EdStart will be able to target their resources more effectively, at fewer children.

All students will have an ILP. It is produced by the students, the Centre Manager, subject teachers and the SENCo to provide smart targets for improvements. Additional to this, all EHCP students will have a one-page profile. This will be a summary of what is contained in their EHCP which outlines details on strategies to be used, effective methods and how goals are to be achieved. Centre managers work closely with the SENCo to ensure that all staff follow these so that students achieve their potential.

Strategies for student progress will be recorded on an Individual Learning Plan and will cover:

- Short term targets which are different from and additional to the differentiated curriculum available to all students.
- Teaching strategies may be suggested
- The type of provision will be outlined eg. Breakfast Club
- The review date will be highlighted
- The success or exit criteria will be outlined
- All outcomes will be recorded at the review

Reviewing Individual Learning Plans

Individual Learning Plans will be reviewed termly. Where possible, they will be held in an informal manner. Parents / carers and students views will be actively sought. Where appropriate, students will be actively involved in the review which is what we encourage.

The relationship between parents of children with special educational needs and the EdStart centre which their child is attending has a crucial bearing on the child's educational progress and the effectiveness of any EdStart based action.

EdStart believes in developing firm relationships with parents / carers as this helps students to achieve their potential. EdStart recognises that parents have a unique overview of their child's needs and can help decide how to support them. It is worthwhile noting that when parents feel that their views and opinions are taken account of, the process of co-ordinating an effective support system with the external agencies and teaching staff is easier to facilitate. EdStart notes that the policy of working towards full inclusion is most effectively pursued through a partnership which is based on mutual respect, open lines of communication and agreed realistic targets supported by a flexibility of approach strategies.

Parents will be informed by the appropriate member of staff of any academic or pastoral issues as required; these will include positive aspects of a student's performance.

Admissions The Governors consider that the admission criteria do not discriminate against students with special educational needs.

Evaluating the SEN Policy The governing body will report annually on policy, in terms of the SEND aims of EdStart within the context of the Equality Act 2010 and Equality & Diversity Impact Measures. In evaluating the policy, note will be taken of the views of teachers, appropriate non-teaching staff, parents, students and external professionals.

We will set targets to provide progress indicators.

Student progress will be the prime indicator of success (assessed by meeting Individual Learning Plan targets, improving on standardised tests, satisfactory review meetings.)

The policy is reviewed on an annual basis and a report is presented by the SENCo to the Governors in the Autumn Term. The Governors have a duty to report annually to Parents and must refer to:

- The success of the policy
- Any significant changes in the policy
- Any proposed changes in designation following consultation with the LA and other schools
- The allocation of resources to, and amongst children with special educational needs.

Criteria for evaluating the success of the policy

- Improved performance by students between reviews
- Completion of the annual review process for those with EHC plans
- Parental satisfaction
- Professional satisfaction by Staff and representatives of the external agencies
- Students' satisfaction
- Review of overall performance in external assessments by SEN students

Complaints should be perceived as an indication of concern and dealt with promptly in a positive manner with a view to the difficulty being resolved. The separate complaints policy should be followed if the issue cannot be resolved by the SENCo. The complaints procedure can be found by contacting EdStart.