



Special Educational Needs and Disability (SEND) policy

Approved by: Terence Breen

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1. Aims

Our Special Educational Needs and Disabilities policy aims to:

- › Set out how our school will:

Support and make provision for pupils with special educational needs and disabilities (SEND)

Provide pupils with SEND access to all aspects of school life

Help pupils with SEND fulfil their aspirations and achieve their best

Help pupils with SEND become confident individuals living fulfilling lives

Help pupils with SEND make a successful transition into adulthood

Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

- › Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Ensure our school fully implements national legislation and guidance regarding pupils with SEND

Impact is a specialist independent school for pupils who have Social, Emotional and Mental Health needs. A high percentage of our pupils have additional diagnoses of ADHD, ODD and Conduct Disorders.

Impact has a published admissions number of 135 and there is high staff : pupil ratio.

2. 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 pupils 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 co-ordinators (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 pupils 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 School Admissions Code](#), which sets out the school's obligation to admit all pupils 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

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of the 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. Roles and responsibilities

4.1 The SENCO

The SENCO is Josie Houlston – josie.houlston@impactededucation.org.uk

She will:

- Work with the Headteacher and the Executive Leadership Team to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, carers and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authorities and their support services
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned.
- Work with the headteacher to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- With the headteacher, monitor to identify any staff who have 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
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- 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
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Headteacher and Executive Leadership Team

The Headteacher will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific 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
- › With the SENCO 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

4.3 Class teachers

Each class teacher is responsible for:

- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil 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 pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy
- › Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or alternative provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

Pupil assessment will be undertaken upon entry to Impact. Each pupil's current skills and levels of attainment will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better the child's previous rate of progress
- › Fails to close the attainment gap between the child and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

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

Notes of these early discussions will be added to the pupil's record and given to their parents/carers.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupils' progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. When preparing pupils for transition Impact can provide a high level of individual support e.g. accompanying pupils to college open days/ interviews

5.6 Our approach to teaching pupils with SEND

Pupils at Impact are taught in small academic groups with a high staff : pupil ratio.

Staff at Impact work hard in school to create an ethos that is supportive and non- confrontational in order to build positive relationships with all pupils, many of whom have previously had negative experience of education.

All pupils have the opportunity to study at GCSE. Where it is deemed necessary Impact will seek additional support for pupils.

Pupils can access formal and informal mentoring which provides them with the opportunity to discuss any issues or concerns they may have.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have specialist teaching assistants and mentors who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis, in small groups and within the classroom.

Our specialist SEND Assistants will deliver small group and 1-1 interventions outside of the classroom as well as additional support within the classroom

We work with many agencies to provide support for pupils with SEND. These include:

- CAMHS
- Speech and language
- Educational Psychologists
- Specialist Advisory Teachers

5.9 Expertise and training of staff

Staff receive regular CPD in a number of areas e.g. Speech and Language, Access Arrangements, Adaptive Teaching, Supporting students with ASD, ADHD etc.

5.10 Securing equipment and facilities

Where a pupil is dual registered, Impact will liaise with their on-roll school to secure equipment to support the learning of pupils with SEND.

Where Impact is the named school on a pupils EHCP, Impact will provide any equipment required to meet any additional needs.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals
- Reviewing the impact of interventions regularly
- Using pupil outcomes tracker
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our activities and school visits are available to all our pupils.

No pupil is ever excluded from taking part in any activities because of their SEN or disability.

5.13 Support for improving emotional and social development

Every aspect of Impact's practice is geared towards supporting the emotional and social development of our pupils.

We have a zero-tolerance approach to bullying.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND

SENDAASS (Special Educational Needs and Disability information, Advice and Support service)

Free information and impartial advice for parents and carers of children and young people on all matters relating to Special Educational Needs and Disabilities.

Dudley - 01384 817373

Sandwell – 0121 500 4010

Wolverhampton – 01902 556945

Walsall – 0808 8026666

5.16 Contact details for raising concerns

Terence Breen - Proprietor

Jodie Williams – Director of business and operations

Jayne Whitehouse – Headteacher

Cheryl Dudey – Deputy Headteacher

Josie Houlston – SENDCo

Contact – 0121 502 2645

5.17 The local authority local offer

Our local authority's local offer is published here:

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

6. Monitoring arrangements

This policy will be reviewed by Josie Houlston – SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the head teacher

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Equality and Diversity policy
- Teaching and Learning policy