



The Complete Works Policies

Special Education Needs and Disabilities (SEND) Policy

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1. Policy Aims

The aims of this SEND policy is to describe how The Complete Works (TCW) will:

- Identify children or young people with SEND
- Create greater choice and control for young people over their support
- Collaborate between education, health and social care
- High quality provision to meet the needs of children and young people with SEND
- Monitor and evaluate the progress of students with SEND
- Remove barriers to learning
- Help prepare young people for adulthood e.g. college and employment

2. Policy Links

This policy is used in conjunction with other related policies including:

- The SEND Report
- Safeguarding and Child Protection Policy
- Curriculum Policy
- Careers Provision Policy
- Equality, Inclusion and Diversity Policy
- Examination Policy

3. Definitions

3.1 Special Educational Needs and Disability (SEND)

We consider a child or young person as having SEND in line with the definition outlined by the SEND Code of Practice, which states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he, she or they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We recognise that many pupils will have additional needs at some time during their educational career, some of which will be long-term and some of which may not be deemed to be ongoing and may only be short-term.

While English as an Additional Language (EAL) is not considered a SEND, additional support is often required for EAL students and therefore much of this policy is also applicable for these students, particularly in regards to the provision and support they will receive. This policy would apply regardless if students with EAL also have a SEND.

By implementing this policy, we aim to ensure that all additional needs are appropriately supported in order for each child or young person to achieve to the best of their ability.

3.2 Special Educational Provision

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.

For further guidance, please use the link to the SEND Code of Practice below
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

3.3 Acronyms

- EHCP - Education, Health and Care Plan
- LA - Local Authority
- TCW and school are used interchangeably

4. Roles and responsibilities

The SEN Lead will:

- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education 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 pupils with SEN up to date, including monitoring and reviewing targets
- Work with SLT and the SENCo Consultant to determine the strategic development of the SEN policy and provision in the school

The SENCo Consultant will:

- Work with the SEN Lead to determine the strategic development of the SEN policy and provision within the school
- Work with the SEN Lead to support the identification, assessment and provision of SEN within the school
- Deliver and support with the ongoing training of staff in relation to SEN

The Headteacher will:

- Work with the SEN Lead to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Help to raise awareness of SEN issues at trustee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the trustees

Teachers will:

- Have responsibility for the progress and development of their students
- Work closely with other staff to plan and assess the impact of support and interventions, and how they can be linked to teaching

- Work with the SEN Lead to review each pupil's progress and development, and decide on any changes to provision
- Ensure they follow this SEN policy

5. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

6. Aims and Objectives

Every member of staff at TCW will do their best to meet the Special Educational Needs of all young people. We aim to raise the aspirations and expectations of all our students with SEND.

This will be achieved by:

- Having high expectations and aspirations for all pupils with SEND, focusing on outcomes as well as the provision and support needed
- Promoting a culture of inclusion, whereby learners with SEND are supported to develop personal independence
- Using assessments to help clarify the nature of a need and to monitor progress
- Offering young people access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion
- Enabling teachers to make appropriate provision for all their young people through appropriate support, information and advice
- Involving students, parents and carers in the decisions that relate to their, or their child's education and support, as outlined above.
- Having a graduated approach to meeting needs
- Keeping Local Authorities and referrers updated on progress

7. SEND at The Complete Works

7.1 TCW Admissions Policy

TCW is firmly committed to equality, inclusion and diversity, and all children and young people will be considered for admission irrespective of their SEND. As part of our admissions procedure, pupils are referred to TCW primarily by Local Authorities or other provisions. Before a place is offered at the school:

- The referring Local Authority or provision must disclose to TCW any known or suspected circumstances relating to the pupil's health, development, allergies, disabilities and learning difficulties.

- Based on such disclosure, TCW will confirm whether or not it is able to meet the needs of the pupil.

7.2 Identification and Assessment

Where pupils are identified or suspected of having undiagnosed SEND, TCW will promptly administer early screening tools where possible, and liaise between the pupil, parents/carers and the Local Authority to support any further screening or formal applications for diagnoses or an EHCP. The needs of pupils may be identified through a range of indicators, including:

- Liaison with Local Authorities or previous provisions
- The outcome of standardised assessments or internal school exams
- The outcome of diagnostic or screening assessments
- Concerns raised by staff, parents/carers, the pupil, and/or external agencies such as Educational Psychologists, Occupational Therapists or Speech and Language reports.
- Behaviour, attendance and academic progress data

7.3 Provision

TCW believes all students should have the right to maximise their potential and achieve their personal best. TCW caters for the needs of students of all abilities across the four broad areas of needs. These four areas give an overview of the range of needs that TCW plan for:

1. Communication and interaction / Friends, Relationships and Community Participation
2. Cognition and learning / Preparation for Employment or Further/Higher Education
3. Social, emotional and mental health difficulties / Health
4. Sensory and/or physical needs / Independent Living

At TCW we are committed and focused on aiding young people to achieve their outcomes and enabling them to attain high levels of achievement. At TCW we work individually and in small groups allowing us to tailor our lessons to students' learning differences and therefore removing barriers to students' learning. We offer a flexible, personalised approach to learning, promoting students' strengths. Teachers at TCW are informed of students' needs prior to accepting the allocations and teachers are carefully matched to the student to ensure that the student's needs are met and they can progress. When both devising and implementing tasks for specific groups of students, teachers pay careful attention to the implementation of differentiated learning strategies. Students' participation and collaboration with parents and external agencies is seen as key to our SEND work.

7.3.1 Individual Education Plans IEPs

Every student at TCW has their own Individual Education Plan (IEP) to meet their personal needs. Any information from EHCPs or pertaining to SEND, such as EHCP targets or teaching strategies, is included when creating these plans. We always aim to provide a broad, balanced and ambitious curriculum drawing from a structured list of schemes of work. Unless a specific curriculum is requested by the referring body to supplement education elsewhere, then we prioritise Numeracy, Literacy, Creativity, PSHE and Science. IEPs are available to all staff working with the student to foster a collaborative and consistent approach to the student's education.

7.3.2 Setting Targets

Students with an EHCP will have the recommendations within the plan followed in order to set appropriate long-term and short-term targets. Students are also set Personal Development targets which may be linked to their EHCP targets, but may also develop or expand on EHCP targets to encourage high expectations. SMART targets will be used:

- Specific - specific and well-defined areas for improvement
- Measurable - quantify an indicator or metric of progress
- Achievable - ensure it is realistic with the available resources and skills
- Relevant - align with broader goals or expectations
- Time-bound - set a realistic deadline to achieve the target

7.3.3 Tracking and Monitoring Progress

Student progress is monitored weekly in Quality of Education meetings, along with half-termly meetings to review progress towards, and where relevant set new, academic targets. Progress data is reported in half-termly reports, which is shared with students, parents/carers and referrers. Please see our Pupil Assessment Framework for more details.

Progress towards EHCP targets is monitored and reviewed by the SEN Lead and reported termly. The SEN Lead will seek contributions from teachers and external agencies where further input is required.

7.3.4 SEND Interventions

TCW will implement SEND interventions where possible in our provision. These interventions may be short-term or ongoing over a longer period of time, and may include:

- Literacy interventions
- Numeracy interventions
- Social-emotional interventions
- Behavioural interventions
- Attendance interventions
- Sensory interventions

Where TCW is unable to provide interventions internally, either due to lack of resources or the need for a more specialist intervention, we will liaise with the Local Authority and support the student and parents/carers with access where possible. This may include any of the interventions listed above, as well as other specialist interventions such as:

- Speech and Language Therapy
- Occupational Therapy
- CAMHS

7.3.5 Differentiation

Differentiation occurs when there is planned intervention by the teacher with the intention of maximising the achievements of students based on their differing individual needs. Differentiation can be described as having five main components:

- Resources
- Tasks
- Response
- Support
- Group Structure

The most important prerequisite of good differentiation is good and accurate knowledge of the students. This relies upon liaison with those responsible for the care of each student.

7.3.6 Exam Access Arrangements

TCW follows the guidance provided by the Joint Council for Qualifications' (JCQ) Access Arrangements and Reasonable Adjustments when implementing any access arrangements. Although professionals from other organisations and agencies may give advice, TCW is responsible for making appropriate and informed decisions around access arrangements using our working knowledge of the students' individual needs and how their difficulties impact in the classroom and/or assessments.

7.3.7 Annual Reviews

Annual reviews will be held for all students with an EHCP to ensure the document remains an accurate and relevant reflection of each student's progress, targets and needs, to ensure their welfare, and to support the continued success of their provision. Annual reviews will typically be attended by the SEN Lead, an Assistant Head or other member of the Education Team, the Student Welfare Officer, a Local Authority representative, other professionals or agencies where appropriate, the parents/carers and the student themselves. The SEN Lead will also seek contributions from teachers and non-attending external agencies where further input is required, as well as from the student and/or parents/carers if they are unable to contribute in the meeting itself.

8. SEND Professional Development

TCW runs a weekly training programme, which includes training sessions around general SEND teaching strategies, and meeting the needs of students in the classroom and out in the community. There are also flexible opportunities throughout the school year where TCW provides training around specific areas of need which may require more attention or are more prevalent in the school.

New staff also take part in a 5-week induction training programme, in which one of the weeks is focused on SEND.

The SEN department may also deliver training around using IEPs and EHCP targets to support teaching.

9. Role of students and parents/carers

Throughout all stages of their provision at TCW, students are encouraged to take an active role in sharing their views regarding the planning and decision-making about the support that they need and receive, and their views are key considerations in ensuring we meet their needs effectively. Before starting lessons, initial meetings take place between TCW staff, the student and the

parents/carers to discuss the student's needs and approach to education. Students are also encouraged to take part in the target-setting process, from setting personal goals with their Student Welfare Officer to contributing their views in annual reviews regarding how they are progressing towards their targets. Students are also encouraged to self-advocate and provide feedback regarding their learning experiences and overall provision to ensure they are getting the correct support.

TCW is committed to a partnership with parents/carers in educating children and young people. At TCW there is a strong emphasis on developing and maintaining relationships between home and school to ensure that the young people make the best possible progress. TCW aims for parents/carers to take an active part in school life through various projects e.g. post exam project. We recognise that parents/carers are experts in regard to their own children.

10. Monitoring and Review

- This policy is monitored on an ongoing basis to evaluate its effectiveness and ensure appropriate steps can be taken to eliminate unlawful discrimination.
- This policy is reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with TCW's equality obligations.

If you have any suggestions or comments regarding this policy, please email suggestions@tcw.org.uk.