TAPESTRY LEARNING PARTNERSHIP

Special Educational Needs and Disabilities (SEND) Policy

Department:	Safeguarding and SEND
Policy Owner:	Director of SEND and Safeguarding
Date of issue:	January 2026
Date revised:	September 2026
Next review date:	September 2027

Revision History

Version	Date	Author	Summary of changes
1	28/09/26	S Oakes	Historical 2014 reform wording removed; references updated to the SEND Code of Practice (2015). "Quality First Teaching" replaced by the CoDA Universal Offer. Arbor, Edukey referenced; SDC, Reflection Room and EXCEL Room defined. Statutory co-production (Section 19) embedded; governance, CPD (Steplab) and complaints escalation added.

Contents

1. Mission Statement 4
2. Aims 5
3. Objectives 5
4. Responsibility for the coordination of SEND provision 5
5. Arrangements for coordinating SEND provision 6
6. Admission arrangements 6
7. Facilities for pupils with SEND 6
8. Allocation of resources for pupils with SEND 7
9. Identification of pupils needs - A graduated approach 7
10. SEND Support 8
11. Internal provisions within the graduated response 9
12. Requesting an Education, Health and Care (EHC) needs assessment 9
13. EHCP 10
14. Access to the curriculum, information and associated services 10
15. Governance, monitoring and accountability 11
16. Complaint procedure 11
17. In service training (CPD) 11
18. Links to support services 12
19. Working in partnerships with parents/carers 12

1. Mission Statement

Definitions of special educational needs (SEND) taken from Section 20 of the Children and Families Act 2014.

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 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 them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Child under compulsory school age has special educational needs if they fall within the definition would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This policy reflects established statutory practice under Part 3 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the SEND Code of Practice: 0 to 25 years (2015) and the Equality Act 2010. The SEND Code of Practice is available from:

SEND Code of Practice: 0 to 25 years (GOV.UK)

Children and young people with the most complex needs may have an Education, Health and Care Plan (EHCP), issued by the local authority following an EHC needs assessment. Information about the EHC pathway is available from:

Derby City Council
Derbyshire Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with SEND and their families. It describes the services and provision that are available both to those families in your Local Authority (LA) that have an EHCP and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

2. Aims

- Individual needs are recognised and addressed.
- Each child develops a positive self-image.
- All pupils are encouraged to develop their potential in a positive, caring environment.
- Continuity of provision through the graduated approach (assess, plan, do, review) set out in the SEND Code of Practice.
- Whole school community (staff, pupils, parents/carers, Governors, LA, Health and Inclusion Services) work together in a partnership to meet each child's needs.
- Positive partnerships with parent/carers are encouraged in planning provision.
- Pay due regard to the Equality Act 2010, including the Public Sector Equality Duty. See the Equal Opportunities Policy and Accessibility Plan.

3. Objectives

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to a broad and balanced curriculum. This will be coordinated by the SENCO and class teachers and will be carefully monitored and regularly reviewed to ensure that individual outcomes are being met and all pupils' needs are catered for.
- Work in co-production with parents/carers and pupils, in line with Section 19 of the Children and Families Act 2014, so that their views, wishes and feelings shape decisions at every stage. This includes supporting families to understand SEND procedures and practices, providing regular reports on their child's progress, and publishing an annual SEND Information Report on the provision for pupils and the effectiveness of this policy.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between pupils and their teacher/SENCO and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council).

4. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the Headteacher, Ms Claire Backhouse.
- The person co-ordinating the day-to-day provision of education for pupils with SEND is the SENCO, Miss Sarah Oakes.

5. Arrangements for coordinating SEND provision

The SENCO is responsible for SEND records, which are held securely on the school's systems:

- **Arbor** (the school MIS): SEND register status and area of need, attendance, behaviour, suspensions and attainment data, used to identify and track pupils with SEND.
- **Edukey**: Pupil Passports, SEN support plans, provision maps, intervention records and review notes, available to all staff who work with the pupil.
- **Medical Tracker**: Individual Health Care Plans and medical information.

All staff can access:

- The school SEND Policy.
- A copy of the full SEND register or alternative school document used for tracking this cohort.
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans).
- Information on individual pupils' special educational needs.
- Practical advice, teaching strategies and information about types of SEND.
- Information available through the SEND Local Offer.

This information is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEND provision. In this way, every staff member will have complete and up-to date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

6. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an EHCP and those without.

7. Facilities for pupils with SEND

The school has a range of specialist SEND facilities in place. These are:

- The EXCEL Room: supervised quiet study, targeted interventions and sensory regulation
- The Student Development Centre (SDC): reintegration support and suspension reduction
- The Reflection Room: support for pupils experiencing anxiety or emotionally based school avoidance (EBSNA)
- Nurture group space
- Sensory room
- Movement/active break area
- Disabled toilet access
- Personal care room with hoist

- EVAC chairs to ensure safe, assisted evacuation
- Assistive technology when appropriate

8. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget (an explanation of the elements can be found here). Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding is retained by the LA. Schools can apply to access this.

9. Identification of pupils needs - A graduated approach

The CoDA Universal Offer (high-quality adaptive teaching)
High-quality adaptive teaching is the first step in meeting the needs of all pupils, including those with SEND. At City of Derby Academy this is defined by the CoDA Universal Offer, a set of classroom standards that every teacher is expected to meet in every lesson:

- **Pupil Passports (mandatory):** every pupil on the SEND register has a Pupil Passport on Edukey, co-produced with the pupil and their parents/carers and reviewed at least termly. Teachers must read and use Passports when planning.
- **Annotated seating plans with the "corridor of contact":** every class has a seating plan that shows pupils with SEND and the strategies from their Passports. Pupils who need the most support are seated within the teacher's corridor of contact (the area the teacher can see clearly and move through easily) so they can be checked in with and supported promptly.
- **Visual and sensory scaffolds:** for example, visual instructions and timetables, chunked tasks, word banks, worked examples, reduced-clutter resources, and agreed movement or regulation breaks.
- **Consistency of the Universal Offer** is monitored through learning walks, seating-plan and Passport sampling, and Steplab coaching. Findings are reported to senior leaders and used to plan staff training.

Where concerns about a pupil's progress remain despite the Universal Offer, the following steps apply:

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
b) Once a pupil has been identified as possibly having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
f) If a pupil has recently been removed from the SEND list, they may also fall into this category as continued monitoring will be necessary.
g) Parents/carers will be involved at every stage and invited to share their knowledge of their

child. Their views, and those of the pupil, will inform any decisions about next steps.

h) The child is formally recorded by the school as being under observation due to concern by parent/carer or teacher, but this does not place the child on the school's SEND list. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.

i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

10. SEND Support

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this, and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning is carried out in co-production with the pupil and their parents/carers, together with the teacher and SENCO, in line with Section 19 of the Children and Families Act 2014. Together we agree the adjustments, interventions and support that are required, the impact on progress, development and/or behaviour that is expected, and a clear date for review. These are recorded in the pupil's Pupil Passport and SEN support plan on Edukey. Parents/carers are supported to contribute to progress at home where they wish to.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/ approaches that are being employed and the outcomes that are being sought.

Do

The teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class/subject teacher. They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates, at least termly. The review process will evaluate the impact and quality of the support and interventions. The pupil and their parents/carers take part in the review as equal partners, and the Pupil Passport and support plan are revised together, based on the pupil's progress and development.

Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

11. Internal provisions within the graduated response

Where a pupil needs more than adaptive teaching and targeted intervention, the school may use one of its internal provisions as part of the assess, plan, do, review cycle. Each placement has a clear purpose, entry and exit criteria, a time-limited plan agreed with the pupil and their parents/carers, and regular review, with the aim of returning the pupil to full-time lessons wherever possible. Use of each provision is recorded on Arbor and Edukey.

- **Student Development Centre (SDC):** supports pupils to reintegrate into mainstream lessons and provides a structured, supportive alternative to suspension, with the aim of reducing suspensions for pupils with SEND.
- **The EXCEL Room:** provides supervised quiet study and supports sensory regulation, including short, planned breaks and targeted interventions.

12. Requesting an Education, Health and Care (EHC) needs assessment

If a child has significant or long-term difficulties and has not made expected progress despite relevant and purposeful action at SEN Support, an EHC needs assessment may be requested from the LA. This is usually requested by the school but can also be requested by a parent/carer. This will occur where the complexity of need, or a lack of clarity around the needs of the child, means a multi-agency approach to assessing that need, planning provision and identifying resources is required.

The decision to request an EHC needs assessment will be made at a review meeting, in co-production with the pupil and their parents/carers.

The application for an EHCP will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered on the current provision, the actions taken and the outcomes achieved. The local authority will decide whether to carry out an EHC needs assessment and, following assessment, whether to issue an EHCP. Parents/carers have the right to appeal to the First-tier Tribunal (SEND) against a decision not to carry out an EHC needs assessment or not to issue an EHCP.

Further information about EHCPs can found via the SEND Local Offer:

Derby City
Derbyshire Local Offer

13. EHCP

Following an EHC needs assessment, an EHCP will be issued by Derby City Council or Derbyshire County Council if the child's needs cannot reasonably be met through the support that is ordinarily available. The school, the pupil and their parents/carers will be involved in developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

14. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the CoDA Universal Offer and the specialist SEND provision provided by the school as necessary, taking account of the wishes of the pupil and their parents/carers and the needs of the individual.

There is an annual evaluation of the effectiveness of the school's SEND provision and policy. The evaluation is carried out by the SENCO/Head.

Teacher/SEND Governor information is gathered from different sources such as child and parent/carer surveys/teacher and staff surveys/parent evenings/consultation evening/feedback forms/school forums.

Evidence collected will help inform school development and improvement planning.

15. Governance, monitoring and accountability

The Trust Board is accountable for ensuring that the school meets its statutory duties under the Children and Families Act 2014, the SEND Code of Practice and the Equality Act 2010. Responsibilities are delegated to the Local Governing Body (LGB) in line with the Trust's scheme of delegation. Trustees and governors will:

- Use their best endeavours to make sure that pupils with SEND get the support they need, and that the school has a qualified SENCO who is a member of, or has access to, the senior leadership team.
- Appoint a SEND Governor who meets the SENCO at least termly and reports to the LGB.
- Receive a termly SEND report, drawing on Arbor and Edukey covering the progress, attendance and suspensions of pupils with SEND and the impact of provision, including the SDC, Reflection Room and EXCEL Room.
- Monitor the school's practice against the DfE's principles for inclusion *Inclusive Mainstream Fund: Best Practice for Schools* (DfE, 2026), including the consistency of the CoDA Universal Offer in classrooms.
- Make sure the SEND Information Report and Accessibility Plan are published on the school website and kept up to date and approve this policy annually.

16. Complaint procedure

We want to resolve concerns quickly and in partnership with families. The escalation pathway is:

- **Informal stage:** raise the concern with the pupil's key worker, tutor or class teacher, then with the SENCO or Deputy SENCO, and then, if still unresolved, with the Headteacher.
- **Formal stage:** make a formal complaint under the Complaints Policy. The complaint will be investigated and, if the complainant remains dissatisfied, it may be heard by a complaints panel in line with that policy.
- **Beyond the school:** if the Complaints Policy has been followed and the complainant remains dissatisfied, they may contact the Department for Education.

Where a disagreement relates to an EHC needs assessment or EHCP, families can also use the local authority's disagreement resolution and mediation services and may appeal to the First-tier Tribunal (SEND). Claims of disability discrimination can also be made to the First-tier Tribunal (SEND).

Full details are set out in the school's Complaints Procedure.

17. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENCO, with the leadership team, ensures that training matches school development priorities and the needs identified through provision mapping and quality assurance. Our CPD framework includes:

- Steplab instructional coaching for all teachers, with coaching steps focused on adaptive teaching and consistent use of the CoDA Universal Offer (Pupil Passports, seating plans, scaffolds).
- Whole staff SEND training at the start of each year and termly SEND briefings.
- Specialist training for support staff, including ELSA, Restorative Practice and intervention training.
- SENCO qualification (the NPQ for SENCOs, or the National Award for SEN Co-ordination for SENCOs appointed before September 2024) and ongoing SENCO network and Trust training.

18. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. They invite and seek advice and support from the below external agencies. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO, who will then inform the child's parents/carers.

The following services will be involved as and when is necessary:

- Behaviour Support Service
- Social Services
- Derby STePS (Specialist Teaching and Psychology Service)
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

19. Working in partnerships with parents/carers

City of Derby Academy is committed to statutory co-production. Under Section 19 of the Children and Families Act 2014, the views, wishes and feelings of children and their parents, their participation in decisions, and the support they need to achieve the best possible outcomes must be at the centre of SEND work. In practice, this means pupils and parents/carers help to write, not just receive, Pupil Passports and SEN support plans.

City of Derby Academy believes that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

In cases where more frequent contact with parents/carers is needed, this will be arranged based on the individual pupil's needs. If an assessment or referral indicates that a pupil has additional learning needs, the pupil and their parents/carers will always be involved in planning future provision.

Parents/carers are invited to attend meetings with external agencies regarding their child and agree any action points drawn up in relation to the provision for their child. Information can be provided in home languages or accessible formats on request.

The school's SEND Governor may be contacted via the Governance Professional (s.taylor@tapestrylearningpartnership.org) at any time in relation to SEND matters through school.