Educate U

Special educational needs and disabilities (SEND) Policy

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure Educate U fully implements national legislation and guidance regarding pupils with SEND
- Set out how Educate U will:
    - Support and make provision for pupils with special educational needs and disabilities
    - 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
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff
- For pupils in Key Stage 4 and Key Stage 5, the school places a strong emphasis on preparation for adulthood, including developing the skills necessary for employment, independent living, community participation, and maintaining good health.
- The Proprietor maintains oversight of SEND provision to ensure compliance with the Independent School Standards, including the quality of education and welfare of pupils with SEND.
- High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils with SEND.

2. Vision and values

At Educate U we aim to offer outstanding bespoke learning package and educational experience for all our pupils with SEND as well as attachment issues and trauma barriers to learning.

We have 5 school trauma-informed values which underpin our school mission statement and act as both a supportive, progressive framework for our children and young people and as guiding principles for our staff. The 5 values tell the story of how we work with our children at Educate U, to our children and families. The values also sit alongside Maslow's Hierarchy of Need, in understanding what barriers children and young people need to overcome to allow for learning to take place. Safety, Trust, Choice, Collaboration and Empowerment.

At our school we will provide all pupils with access to a broad, relevant, balanced and engaging curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. For older pupils, this includes a clear focus on preparing for adulthood, ensuring that all learners develop the knowledge, skills, and confidence required to transition successfully into further education, training, or employment.

Our approach is underpinned by a commitment to safeguarding and promoting the welfare of pupils with SEND, recognising that pupils with additional needs may be more vulnerable and require enhanced support and protection.

3. Legislation and guidance

This 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 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 coordinators (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
- Educate U is an independent special school and is not approved under Section 41 of the Children and Families Act 2014**.** Parents and carers may request that a local authority considers Educate U as a placement for a child with an Education, Health and Care (EHC) plan. As Educate U is not Section 41 approved, the local authority is not under the same statutory duty to name the school as it would be for a Section 41-approved independent special school, and Educate U is not automatically required to admit a pupil because the school is named in an EHC plan. Where a placement is proposed, Educate U will consider the pupil's EHC plan and other relevant information to determine whether the school can appropriately meet the pupil's needs and deliver the required provision. Admission is subject to the school's admissions criteria and agreement of appropriate placement and funding arrangements with the commissioning local authority.

This policy also reflects the requirements of the Independent School Standards (ISS), particularly Part 1 (Quality of Education) and Part 3 (Welfare, Health and Safety of Pupils).

4. Inclusion and equal opportunities

At Educate U we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

The school's accessibility plan sets out how we will increase access to the curriculum, physical environment, and information for pupils with disabilities, in accordance with the Equality Act 2010.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

A Pupil has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most 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.

5.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

The school recognises that SEND and safeguarding are closely linked, and that pupils with SEND may be at increased risk of harm. Staff are expected to remain vigilant and follow safeguarding procedures at all times.

6. Roles and responsibilities

6.1 The Lead SENCO

The Lead SENCO at our school is Adam Sharpe

He will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- 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
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- 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
- The SENCO ensures that SEND records are maintained securely and confidentially in line with data protection legislation.

6.2 The headteacher

The headteacher will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out the duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil 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, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- 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

6.3 Class teachers

Each class teacher or tutor 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 consider 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 and the SEN information report
- Communicating with parents 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' concerns and agree aspirations for the pupil

6.4 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.5 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

Older pupils are supported to take increasing responsibility for their own decisions, including contributing to planning for their future education, employment, and independent living.

6.6 The Proprietor

The Proprietor is responsible for ensuring that the school meets its statutory duties in relation to SEND, including:

- Ensuring appropriate provision is in place for pupils with SEND
- Monitoring the quality and effectiveness of SEND provision
- Ensuring compliance with the Independent School Standards
- Holding the Headteacher to account for SEND outcomes

7. SEN information report

Educate U publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

At Educate U, 100% of pupils have an EHC plan and this is mandatory as part of admissions policy.

The SEN Information Report is published on the school website and complies with Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

At Educate U we will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Baseline assessments are used to establish starting points, and progress is measured against clearly defined outcomes using both qualitative and quantitative data.

8.2 Consulting and involving pupils and parents

Educate U will put the pupil and their families at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs any changes to their special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- 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.

8.3 The graduated approach to SEN support

All pupils at Educate U have been identified as having SEN. We therefore take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This

information will be recorded on our management information system, Bromcom and will be made accessible to staff in an Individual Education Plan (IEP)

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

For pupils in Key Stage 4 and Key Stage 5, reviews will include a specific focus on preparation for adulthood outcomes and long-term aspirations.

This cyclical process ensures that provision is continually adapted to meet changing needs and improve outcomes over time.

8.4 Levels of support

Education, health and care (EHC) plan

An EHC plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

Where a pupil is placed at Educate U by a local authority, the placement is funded through arrangements agreed between the school and the commissioning local authority. Funding reflects the cost of meeting the pupil's individual needs and delivering the special educational provision set out in their EHC plan.

Educate U does not operate a notional SEND budget. As an independent special school, local authority-commissioned placements are funded from the local authority's high needs budget to reflect the agreed cost of the individual placement and provision.

8.5 Benefits of Early Identification of further SEN

We recognise the benefits of identifying need at the earliest point so that we can make effective provision to improve long-term outcomes.

Needs may be identified by several indicators:

- Whole school tracking data.
- Teacher assessments and tests.
- Concerns raised by class teaching staff.
- Concerns raised by parents or carers
- Concerns raised by the pupil
- Reports from our Educational Psychologist.
- Information received from pre-school settings and from previous schools if students transfer.
- Information received from other services (e.g. health care).

8.6 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

8.7 Transition

The school supports pupils at key transition points, including entry to the school and preparation for adulthood. Transition planning includes collaboration with families, external agencies, and receiving settings to ensure continuity of provision and support.

8.8 Preparation for Adulthood (KS4 & KS5)

For pupils in Key Stage 4 and Key Stage 5, SEND provision is aligned with the four areas of Preparation for Adulthood:

- Employment and further education
- Independent living
- Community inclusion
- Health and wellbeing

Provision is designed to support pupils in developing practical, social, and emotional skills that enable successful transition into adult life.

8.9 Careers Education, Information, Advice and Guidance (CEIAG)

- The school provides impartial careers education, information, advice, and guidance to all pupils, including those with SEND.
- Pupils are supported to explore a range of pathways, including further education, apprenticeships, supported internships, and employment.
- The school complies with statutory guidance on careers provision, including access for education and training providers.

9. Expertise and training of staff

In our school we aim to offer excellence and choice to all our pupils, whatever their ability or needs. We meet this need, in the first instance by ensuring high quality teaching, differentiated for individual students, throughout the school.

In this teaching, we respect the fact that pupils:

- have different educational, behavioural and emotional needs and aspirations.
- require different strategies for learning.
- acquire, assimilate and communicate information at different rates.
- need a range of different teaching approaches and experiences.

Training is aligned with identified pupil needs and school priorities, and includes areas such as autism, trauma-informed practice, behaviour support, and safeguarding of vulnerable learners.

10. Support Ratios

Many children at school have a 1:1 funded in their EHCP. This does not mean that a named teaching assistant is always working with the child, but it might be that the child has OTA, SALTA, ELSA, 1:1 ASDAN sessions with the music or media staff and a flexible approach to a non-named member of staff in class. At Educate U we have flexible staffing ratios which:

- Provide consistency – We draw on the whole Educate U team to maintain stability even the child's usual adult is absent. This also helps students build positive relationships with different adults.
- Promote independence – Relying too much on one adult can hold students back. Stepping back at the right times allows young people to build confidence, self-regulation, and social skills at their own pace.

When a child has 1:1 or 2:1 support Educate U will ensure that staff member is available for the student but not necessarily by their side all the time. Support can be stepped up or down

depending on what's needed. This encourages peer interaction and independence. When a child is off-site, ratios will remain in place at all times to ensure safety in the community.

At Educate U we don't assign students to a specific adult. Instead, support comes from the whole team. This approach:

- Reduces disruption when a staff member is absent or leaves employment.
- Builds resilience by helping students form trusting relationships with more than one adult.
- Encourages positive, adaptable social connections across different settings

For teachers, daily plans should:

- Indicate the expected level of support (1:1, 2:1, or independent).
- Highlight likely high-need times, like transitions or known triggers.

In the moment, all staff should:

1. Observe the student's regulation and engagement.
2. Adjust support as needed—providing more or less input.
3. Keep communication short and purposeful to give space for peer interaction and independence.

Records, for example Significant Incident forms, should show:

- The ratio used.
- How long it was in place and why.
- The outcome of the support provided.

Our flexible support model reflects the West Sussex "Assess → Plan → Do → Review" cycle:

1. **Assess** the student's strengths and barriers.
2. **Plan** next steps and support needed.
3. **Do** – put the right support in place.
4. **Review** regularly to adjust as the student grows.

What Parents and Carers Should Know

- The pupil is supported by a team, not just one adult. This gives more consistency and flexibility.
- Support levels may vary daily (1:1, 2:1, or independent), based on what the pupil needs in that moment.
- We continually review and adapt support to help our pupils grow in all areas; socially, emotionally, academically, and beyond.

Support arrangements are regularly reviewed to ensure they promote independence, dignity, and the least restrictive support necessary to meet individual needs.

11. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists (SALT)
- Specialist teachers or support services
- Educational psychologists (EP)
- Alternative provisions
- Occupational therapists (OT)
- Physiotherapists
- General practitioners or pediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare team
- Social services

The school works in partnership with external agencies to ensure a coordinated approach to meeting pupils' needs, in line with EHC plans. For Key Stage 4 and Key Stage 5 pupils, this may include engagement with careers advisers, further education providers, training organisations, and adult social care services to support transition planning.

12. Admission, Accessibility and destination arrangements

12.1 Admission arrangements

There are strict criteria for admission to Educate U.

- The young person must be referred to us by education placement authorities, social care professionals, parents, foster agencies or via your child's existing/previous school.
- The young person must be aged between 5 – 18
- The young person must have an Education Health Care Plan (EHCP)
- The young person must have school anxieties, trauma or attachment barriers to education.

12.2 Accessibility arrangements

- Please see Educate U's accessibility plan.

The accessibility plan is reviewed regularly and demonstrates how the school meets its duties under the Equality Act 2010.

For post-16 pupils, admission and provision planning will take into account long-term outcomes, including pathways into adulthood and the support required to achieve these.

12.3 Post-16 and Post-18 Destinations

The school supports pupils to transition into appropriate post-16 and post-18 destinations, including:

- Further education colleges
- Apprenticeships
- Supported internships
- Employment

Transition planning is personalised and begins early to ensure positive and sustained outcomes.

13. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Parent/Carer Connection, Mark Brown. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally to office@educateu.co.uk

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- Pupils' progress and attainment
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents
- Evaluation includes analysis of progress data, outcomes in EHC plans, attendance, behaviour, and engagement.

- For Key Stage 4 and Key Stage 5 pupils, evaluation includes tracking destinations, sustained placements in education or employment, and progress towards independence and adulthood outcomes.

14.2 Monitoring the policy

The Proprietor receives regular reports on SEND provision and its effectiveness as part of the school's quality assurance processes.

This policy will be reviewed by the Headteacher **annually**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.