SEND Policy

and Information Report


NEWREFLEXIONS
Where every child matters

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1. Aims

Our SEND policy and information report aims to:

- Set out how The Henslow School and Evolution School support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

The Henslow School and Evolution School are committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and needs.

2. 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 students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans and SEN co-ordinators (SENCOs)
- The Equality Act 2010
- The Education (Independent School Standards) Regulations 2014, which require us to make available to parents particulars of our educational and welfare provision for students with EHC plans (Schedule, paragraph 32(3)(b)), and to give the local authority the information it reasonably needs for the annual review of each EHC plan (paragraph 32(1)(i))

The duty to publish an SEN information report applies to maintained schools and academies (SEND Code of Practice, paragraph 6.79). As independent schools we are not bound by it, but we use this format because it is the clearest way to give parents the information the Independent School Standards require. We publish it on both school websites.

The Henslow & Evolution school is not on the Secretary of State's approved list of independent special schools (section 41 of the Children and Families Act 2014). We consider every request to admit a student with an EHC plan under our Admissions Policy.

The Government consulted on SEND reform in 2026. We will update this policy when a new SEND Code of Practice is published.

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. Some children and young people need special or different arrangements, sometimes just for a short time, sometimes for the whole of their school life.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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 will:

- Work with the Head and Deputy Head teachers to determine the strategic development of the SEN 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 students with SEND, including those who have EHC plans, and individual development plans (IDPs) for students placed by Welsh local authorities
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students 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 resources to meet students' needs effectively
- Be the point of contact for external agencies, especially local authorities and their support services
- Liaise (along with the careers lead) with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Head, Deputy Head teachers and examinations officer 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 students with SEN up to date
- Manage the allocated SEN budget in liaison with the Head and Deputy head Teachers
- Provide timely reports to the Head Teacher and the proprietor, in particular on the progress of students with an EHC plan

4.2 The proprietor

The proprietor is New Reflexions. The Director of Education, Rob Arrowsmith, will:

- Raise SEND issues with the New Reflexions senior team
- Monitor the quality and effectiveness of SEND and disability provision with the Head and Deputy Head teachers, and report on this to the proprietor
- Work with the Head and Deputy Head teachers and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and Director of Education to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class and where students are not making satisfactory progress, to liaise with the SENCO to ensure the application of whole school/individual strategies
- Working closely with any teaching assistants, SENCo or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working collectively with the SENCO to review each student's progress and development and support decisions on any changes to provision
- Undertake appropriate training
- Ensuring they follow this SEND policy

4.5 Social Workers/Parents/Carers

We encourage social workers, parents and carers to:

- Work closely with the school to support students with SEND
- Take part in the assess, plan, do, review process
- Attend annual reviews and support plan meetings

4.6 Students

We encourage pupils with special educational needs to understand their rights and to:

- Take part in the assess, plan, do, review process
- Attend annual reviews and support plan meetings
- Have a voice in the support they receive, and know that their views are important

5. SEND information report

5.1 The kinds of SEND that are provided for

The Henslow School is a secondary school with a post-16 department. Evolution School is a primary school for children aged 6 to 11. Each school keeps its own SEND register and records.

Each school treats every young person as an individual, with the aim of giving each one the best education possible. We provide for needs which may include:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attachment difficulties
- Sensory and/or physical and medical conditions, for example, hearing impairments, visual impairments, processing difficulties

5.2 Identifying students with SEND and assessing their needs

In both schools, our baseline assessments will identify each student's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students 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 student is recorded as having SEND.

Where students present with complex needs, the school will seek specialists to assess and guide in relation to provision and need.

When deciding whether special educational provision in the form of individual sessions is required, we will make a judgment based on the identified need, the most likely support that will improve the deficit and the views and the wishes of the student and their carer/parents. In such a small learning environment the curriculum can be individualised to a great extent and one to one sessions may not be necessary.

5.3 Consulting and involving students and parents/carers

Each school is committed to responding to the needs of each individual student. In doing so efforts will be made to liaise and communicate with relevant parties including social workers, the virtual school, carers and the care manager, parents and any other supportive adults so that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the social workers'/carers'/parents' 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 form part of the Assess section of their Education Provision Record

5.4 Assessing and reviewing students' progress towards outcomes

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

The teachers will work with the SENCO to develop an understanding of the student's needs. This will draw on:

- The teacher and SENCo's assessment and experience of the student
- Their previous progress and attainment and behaviour
- The individual's development in comparison to national data (where comparable)
- The views and experience of carers/social workers/parents
- The student's own views
- Advice from external support services, if relevant

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

Most of our students follow subject-specific study. Where a student is working below the level of the national curriculum and is not engaged in subject-specific study, we use the engagement model to assess and track their progress. Independent schools do not have to use it, but we follow it as good practice.

5.5 EHC plan annual reviews

Every EHC plan is reviewed at least once every 12 months. The local authority that maintains the plan is responsible for the review. Reviews normally take place at school, and when the local authority asks us, we hold the review meeting on its behalf. When we do, we will:

- Invite the student, their parents or carers, their social worker, the local authority SEN officer and a health representative, giving at least two weeks' notice
- Ask everyone invited for advice and information, and send it to all of them at least two weeks before the meeting
- Focus the meeting on the student's progress towards the outcomes in the plan, and on any changes needed to the support or the outcomes
- Send a report of the meeting, including any recommended changes to the plan, to everyone invited within two weeks of the meeting

The local authority then has four weeks to decide whether to keep, amend or end the plan. For looked after students, we try to hold the review alongside a review of their care plan and personal education plan (PEP). When a student is due to move to a new phase of education, the review is held early enough for the new setting to plan. Whoever runs the review, we give the local authority the information it reasonably needs (SEND Code of Practice, paragraphs 9.166 to 9.179).

5.6 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to (in line with data protection requirements). We will agree with social workers, parents and students which information will be shared as part of this. The school will always encourage students to have appropriate aspirations and we will have high expectations for our young people's futures.

5.7 Our approach to teaching students with SEND

All of our students are students with special needs and as such they all receive an individualised school programme and work with staff experienced with young people who display attachment difficulties. Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality learning (which takes place when students are continually aware of where they are now in their learning, where they can and where they need to get to and most importantly how best to get there) is our first step in responding to students who have SEND. This will be differentiated for individual students.

We can also provide the following interventions:

- Pastoral support
- Social Skills support
- Resiliency and emotional literacy support (ELSA)
- Spelling support
- Reading and comprehension support
- Speech and Language approaches
- Numeracy support

5.8 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching styles, appropriate content of the lesson, etc.
- Adapting our resources and staffing, including bespoke timetabling and provision
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary or other appropriate content, reading instructions aloud, etc.
- Responding to any change in a student's health needs by consulting with health professionals and adjusting our provision accordingly

Please also see our Accessibility Plan and Equality Policy. Our Admissions Policy explains how we consider applications from disabled students.

5.9 Additional support for learning

We have Teaching Assistants, Higher Level Teaching Assistants and Pastoral Lead who are trained in a variety of academic, social emotional and speech and language interventions. Some students may receive one to one support from a key adult or a team of adults who offer additional support. In addition to this in school provision, our school curriculum can be diversified to best meet the needs of students through the use of a range of alternative providers.

Due to the nature of our provision, we are able to build each young person's education programme to meet their individual needs and interests, which may include offering one to one tuition, social skills groups, catch up, additional specialist subject e.g. land management qualification.

5.10 Expertise and training of staff

Our SENCO is Jess Evans. She has experience of the SENCO role in a range of education settings and is allocated full time to manage SEND provision. We have a team of support staff who are trained to deliver SEND provision, and we update staff skills in relation to SEND regularly. All staff are trained in attachment theory and in RTI (Reflective Therapeutic Intervention), which supports students with complex emotional and behavioural needs. Any restrictive intervention is used and recorded as set out in our Positive Behaviour Policy.

5.11 Securing equipment and facilities

Both school sites are small settings, so we respond to each young person's needs individually. This may mean buying specialist resources, funded through the students placement and EHC plan. For looked after students, we may also ask the virtual school about pupil premium plus funding.

5.12 Students with health needs

Medical conditions. Students with medical conditions are supported under our Medication Policy (Supporting Children with Medical Needs), which covers individual healthcare plans and managing medicines, and our Allergy Safety Policy. The SENCO works with the staff who manage a student's healthcare plan so that their SEND support and health support fit together. Where a medical condition affects learning, this is included in the student's provision record and in their EHC plan review.

Students who cannot attend school because of health needs. If a student cannot attend school, or can only attend part of the time, because of physical or mental health needs, we will:

- Talk to the student, their parents or carers, social worker and health professionals as soon as possible
- Tell the local authority that maintains the EHC plan without delay, and agree with it how suitable education will be arranged while the student is unable to attend
- Set work and keep in regular contact so that the student stays connected to school
- Plan the return to school with everyone involved. Any reduced timetable will be for as short a time as possible, agreed with parents or carers and reviewed regularly

The SENCO leads on this, with the DSL involved where there are welfare concerns.

5.13 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals each term through their PEP, EHCP annual reviews and Education Provision Records
- Reviewing the impact of interventions after the agreed number of weeks, using the assess, plan, do, review cycle. Ensuring that reviews occur in a timely manner where interventions need adjusting or fine tuning
- Monitoring by the SENCO
- Holding annual reviews for students with EHC Plans and responding to the feedback and views received in these meetings
- Asking for the student's views, if appropriate, to support student metacognition

5.14 Working with other agencies

Since the majority of our students are looked after young people, we work closely with a whole range of agencies in order that students are fully supported. Foremost this means liaising regularly with social workers and attending LAC reviews. We also work with the various Local Authority Virtual school representatives and Mental Health Services, LAC nurses and our New Reflexions therapy team.

5.15 Complaints about SEN provision

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

The parents/carers of students with disabilities have the right to make disability discrimination claims to the First-tier Tribunal (Special Educational Needs and Disability) if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

5.16 Contact details of support services for parent/carers of students with SEND

Parents and carers should seek support from the services in their home area. The virtual school can give details. For Shropshire, the SEND Information, Advice and Support Service (SENDIASS) is listed on the Shropshire SEND local offer (below).

5.17 The local authority local offer

All local authorities must publish their local offer on their website. Shropshire's local offer is here:

https://shropshire.gov.uk/the-send-local-offer/

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and the Head Teacher every year. It will also be updated if any of the information changes during the year, and when a new SEND Code of Practice is published.

Status	November 2026
Next Review due	September 2027
Reviewed by	Head Teacher and SENCO