



SUPPORTING EDUCATION FOR THE NEXT GENERATION

U-Educate SEND Policy- September 2025

Types of Special Educational Needs (SEN) Addressed at U-educate:

Our programmes currently cater to the additional and/or different needs of students, encompassing a variety of areas such as:

- Social, emotional, and mental health difficulties, including conditions like attention deficit hyperactivity disorder (ADHD).
- Communication and interaction challenges, such as autistic spectrum disorder, Asperger's Syndrome, and speech or language difficulties.
- Cognition and learning disparities, like dyslexia and dyspraxia.
- Moderate learning difficulties.
- Sensory and/or physical needs, such as visual impairments, hearing impairments, processing difficulties, epilepsy, or other medical requirements.

Identification and Assessment of Students with SEN:

Upon arrival students often have limited information available about their needs. To inform the graduated approach, staff conduct a '360 overview' of the pupil during the entry process. This involves interactions with school staff to understand the student's needs, create Pupil Profiles, and plan accordingly.

The induction process includes:

- The Programme Lead reading and sharing the LIF (Learner Information Form) and requesting additional information from the school as needed.
- A meeting with the programme Lead, including the parent/carers outlining the induction process.
- Time with the Intervention Mentor to analyse needs, strengths/weaknesses, and any baseline or other assessments (in collaboration with the SENCo and Curriculum Leads).
- Time with the SENCo to address any additional resources or needs.
- A discussion with the child's allocated mentor.
- If further SEND needs are identified, parents/carers will be invited for a meeting to discuss support.

The '360 overview' is compiled collaboratively by the staff involved in the induction process and is used to create a Pupil Profile (by the SENCo) shared with all staff.

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Class teachers conduct regular assessments of progress for all students and identify those whose progress:

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

Concerns regarding possible SEND needs, whether diagnosed or not, are directed to the SENCo by teachers for investigation via CPOMs (Child Protection Online Management System).

Slow progress and low attainment do not automatically categorise a student as having SEN. When determining whether special educational provision is necessary, the school considers desired outcomes, including expected progress and attainment, along with the views and wishes of the student and their parents. This information is used to determine the required support and whether it can be provided by adapting the core offer or if something different or additional is needed.

Engaging Students and Parents:

During the identification of special educational provision needs, early discussions will take place with the student and their parent/carers. These conversations aim to ensure:

- A shared understanding of the student's strengths and challenges.
- Addressing any concerns raised by parent/carers.
- Clarifying agreed outcomes for the child.
- Establishing clarity on the next steps and the responsible party for follow-up.
- Formal notification to parents when the decision is made for the student to receive SEN support.

Assessing and Reviewing Progress:

The school follows the graduated approach and a four-part cycle of assess, plan, do, and review. The Intervention Mentor collaborates with the SENCo to analyse the student's needs, considering:

- Teacher assessments and experience.
- Previous progress, attainment, or behavior reports.
- Assessments by other teachers.
- Individual development compared to peers and national data.
- Views and experiences of parents/carers and students.

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- Advice from external support services, when relevant.

The assessment undergoes regular reviews through the internal multidisciplinary team process.

Supporting Transition Between Phases:

To assist students moving between phases and preparing for adulthood, the school shares information with the receiving institution. Students returning to mainstream through the Panel process receive support during induction from u-educate staff. Transitioning students with an EHCP have a personalised support programme agreed upon by students, parents/carers, and their new school.

Teaching Approach for SEN Students:

Teachers are responsible for the progress of all students, with Quality First teaching being the primary response to SEN. Differentiated teaching and various interventions, including subject-specific in-class support, SEMH intervention, mentor support, and more, are provided based on individual needs.

Adaptations to Curriculum and Learning Environment:

Adaptations include differentiating the curriculum, adjusting resources, using recommended aids, and tailoring teaching methods. This aligns with the school's Accessibility Plan.

Additional Learning Support:

Student Support Workers and external agencies such as CAMHs, Speech and Language Therapy, Occupational Therapy, and Educational Psychologists provide additional support. The staff undergoes training throughout the year, focusing on current student needs.

Evaluation of SEN Provision:

The effectiveness of SEN provision is evaluated through individual progress reviews, intervention impact assessments, monitoring by the SENCO and Curriculum Lead, and annual reviews for students with EHC plans.

Inclusive Engagement in School Activities:

All students, including those with SEND, are encouraged to participate in extracurricular activities, events, and school visits. The school's accessibility plan ensures accessibility for all students.

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Support for Emotional and Social Development:

Support includes a developed PSHCE programme, involvement in the school council, participation in intervention programmes, assistance during challenging times, and engagement in student surveys.

Collaboration with Other Agencies:

The school collaborates closely with partner agencies, seeking specialist support when necessary. This is done in consultation with students and their parent/carers.

Complaints about SEN Provision:

The school handles complaints internally. The complaints procedure is available to parents, pupils, and the public. Initial concerns should be expressed to the Programme Lead, followed by contacting the Director if unresolved.

EHCP Students:

1. Referral for EHCP:

Referral for an Education, Health and Care Plan (EHCP) involves a statutory assessment process, initiated by the school or parent/carer. The decision to make a referral is taken during a progress review, involving parents/carers, SLT, and the home school or ABP. Information for the application is gathered from various sources, and a decision on eligibility is made by leaders in the local authority.

2. Education, Health, and Care Plans (EHC Plan):

An EHC Plan is provided by the local authority if the needs of an individual are not met by ordinary support. Both staff and parents/carers contribute to the plan's development. Parents/carers have the right to appeal, and the plan is reviewed annually.

Contact Details and Additional Support:

Contact details for raising concerns are provided for the programme Lead and the Director. Additional support services for parents of students with SEN can be accessed through the Council's Local Offer.

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Completed by: Adam Gray

Signature:

A handwritten signature in black ink, appearing to read 'Adam Gray', is positioned below the 'Signature:' label.

Role/Position: Director

Date Completed: 02/09/2025

Review Date: 31/08/2026