



LEICESTER THERAPEUTIC SCHOOL

BUILDING FOUNDATIONS THROUGH NURTURE AND MINDSET

Special Education Needs and Disabilities (SEND) Policy and Information Report

Policy Owner	Leicester Therapeutic School
Date Published	September 2026
Date of Next Review	September 2027
Ratified by Governing Body	September 2027
Circulation	All Staff
Linked Policies	Safeguarding and Child Protection Policy Inclusion and Behaviour Policy Curriculum Policy Assessment Policy SEND Code of Practice Equality Statement Accessibility Plan
ISS Regulatory Requirements	Part 1 Quality of Education Part 6 Provision of Information Part 8 Quality of leadership in and management of schools

Safeguarding at Leicester Therapeutic School

At Leicester Therapeutic School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. Leicester Therapeutic School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Leicester Therapeutic School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Leicester Therapeutic School

At Leicester Therapeutic School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, a differentiated, multi-sensory curriculum and a strong focus on developing pupils' personal, social and emotional development. The special educational needs and disabilities of all pupils at Leicester Therapeutic School is carefully considered and a central theme through all school policies. For more information, please read the school's SEND Information Report.

1. Policy Aims

Leicester Therapeutic School's SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Provide a caring, nurturing and empowering environment that recognizes the individuality of every child and supports their cognitive, communicative and emotional needs.
- Provide ambitious, high-quality teaching adapted to each pupil's starting points, communication, learning and sensory needs.
- Help pupils engage with learning, build independence and prepare for their next stage of education and life.
- Provide holistic, co-operative support to the individual needs of every child, drawing on the expertise of teaching staff, learning support staff, therapists, pastoral support staff, external agencies, local authorities, and parents.

2. Legislation and Guidance

This policy is informed by the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, the Equality Act 2010 and the Education (Independent School Standards) Regulations 2014. We apply the duties relevant to our status as an independent special school.

- Part 3 of the Children and Families Act 2014 provides the framework for EHC plans, local authority duties and the involvement of children, young people and families.
- [The Special Educational Needs and Disability Regulations 2014 govern aspects of EHC plan assessment and review. The local authority is responsible for maintaining and amending a pupil's EHC plan; the school contributes evidence and delivers the provision specified for it.](#)

The independent school standards require teaching to take account of pupils' ages, aptitudes and needs, including the needs of pupils with EHC plans. The Equality Act 2010 requires reasonable adjustments for disabled pupils and prohibits disability discrimination.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have 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

For a child aged two or over, special educational provision is provision additional to or different from that made generally for children of the same age in mainstream schools.

4. Roles and Responsibilities

Every member of staff has a responsibility to ensure that pupils with SEND are included and able to access all areas of school life.

The Headteacher is responsible for:

- Working with the proprietor body and SEND lead to oversee the quality and strategic development of SEND provision.
- Ensuring each pupil's provision is planned from their current EHC plan, assessment, starting points and identified barriers.
- Provide professional guidance to colleagues and work with staff and other agencies to ensure that pupils receive appropriate support and high-quality teaching and learning.
- Ensuring pupils and parents can contribute meaningfully to planning and review, with accessible communication where needed.
- Contribute to the professional development of all education, therapy and care staff as necessary in order for all staff to take responsibility for meeting the needs of students at Leicester Therapeutic School.
- Liaise with therapy staff and inclusion team to ensure that pupils get the additional support they need.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Working with local authorities, families and receiving settings to plan timely transitions.
- Ensuring the school meets its responsibilities under the Equality Act 2010, including reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.
- Ensuring that this policy is consistent with safeguarding, behaviour, curriculum, assessment, complaints and accessibility arrangements.

SEND lead

SEND lead and family contact: Gemma James

The SEND lead supports the Headteacher and teaching team by:

- To be an additional communication strand for parents and other professionals when discussing pupils at Leicester Therapeutic School.
- Coordinating the school's contribution to annual and early EHC plan reviews requested or convened by the responsible local authority.
- Gathering accurate evidence about progress towards EHC plan outcomes, the provision delivered and any unmet need.
- To maintain current knowledge of educational initiatives and developments at both local and national level
- To develop the SEND provision at Leicester Therapeutic School in line with the School Development Plan.

- Undertaking other SEND coordination duties agreed with the Headteacher.
- To provide advice, support and training to school staff in order that provision is made to meet the needs of individual children and young people with a range of SEND
- To support staff in implementing strategies to improve access to the curriculum for children and young people with a range of SEND where appropriate.
- Liaising with speech and language therapy, occupational therapy and other services to align their advice with classroom practice and each pupil's EHC plan.

Classroom Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Maintaining current pupil learning profiles, individual education plans, provision records and risk assessments as appropriate.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Planning an ambitious, accessible curriculum and adapting teaching in response to assessment, communication and sensory needs.
- Reviewing progress with the SEND lead and Headteacher, contributing evidence to EHC plan reviews and updating provision where appropriate.
- Ensuring they implement this SEND policy.

The proprietor body and governors

The proprietor body, supported by governors where appointed, will:

- Oversee whether the school meets the independent school standards and whether pupils receive the provision the school has agreed to deliver under their EHC plans.

5. The SEND Information Report

Leicester Therapeutic School is an independent special school with primary provision. It supports pupils with a range of special educational needs, including autism, communication, cognition and learning, and associated social, emotional or sensory needs. Placements and provision are considered individually against the school's registered age range, capacity and offer. Pupils placed at the school normally have an EHC plan.

SEND Provision

The school plans provision around the needs and outcomes in each pupil's EHC plan. Needs may include:

- Communication and interaction, for example speech and language difficulties
- Specific learning difficulties such as dyslexia, dyspraxia, dyscalculia,

- Social, emotional and mental health needs, including attention regulation and anxiety, and individual profiles sometimes described as demand avoidance.
- Sensory and/or physical needs, including sensory processing, mobility, hearing or vision needs.

Consulting Pupils and Parents

The SEND lead, class teachers and safeguarding team work with pupils and parents to support:

- A smooth transition into Leicester Therapeutic School, developing a personalised transition plan in cooperation with parents, where necessary.
- Seeking parents' views at admission, during regular communication and ahead of EHC plan reviews.
- Everyone understands the agreed outcomes sought for the child.
- Parents views are taken into account.
- Requesting an early EHC plan review through the responsible local authority if needs or required provision change materially. The pupil and parents will be invited to contribute.
- If a pupil is suspended or at risk of permanent exclusion, applying the school's behaviour and exclusions procedures, considering reasonable adjustments and liaising promptly with the local authority about the EHC plan and suitable provision.

Assessing and Reviewing Pupils' Progress Towards Outcomes

We assess each pupil's starting points on entry using their EHC plan, prior records, family and pupil views, observation and appropriate assessment tools.

Class teachers, support staff and therapists where involved will review progress through:

- Ongoing teaching staff observation.
- Formative and summative assessment of progress for all pupils across social skills, behavioural presentations, therapeutic and educational outcomes.
- Setting and reviewing measurable individual targets linked to EHC plan outcomes and current assessments.
- Periodic progress reports shared with parents and relevant professionals.
- The views and experience of parents.
- Scrutiny of pupils' work across all subjects showing the gains they are making in learning more and remembering more as part of sequencing in their learning.
- The pupil's own voice.
- Advice from external support services, where relevant

Teachers and relevant support staff will have access to the pupil's current needs, outcomes, specified provision and agreed strategies. Leaders will check that required support is delivered and evaluate its impact on learning, participation and wellbeing.

Supporting pupils through transitions

We plan transitions with pupils, parents, the local authority and receiving settings. We share relevant information lawfully and securely, arrange visits and accessible preparation where helpful, and review the plan as the pupil's needs become clearer.

The SEND lead and Headteacher support transitions by:

- Helping students develop their independence for transition and through providing essential experiences through their curriculum.
- Supporting reading and communication development in ways appropriate to the pupil.
- Liaising with the responsible local authority and potential next settings when a change of placement or phase is being considered.
- Providing evidence for the local authority's annual review and phase-transfer planning in good time. We will begin transition planning early, particularly for pupils approaching secondary transfer, and support families to express their views.

Our approach to SEND teaching at Leicester Therapeutic School

At Leicester Therapeutic School we endeavour to encourage a love for learning for all pupils, including through:

- Delivering an ambitious, accessible curriculum with teaching adapted to the pupil and input from therapists where this is specified or otherwise appropriate.
- Providing predictable, supportive environments and agreed communication and sensory strategies, including visual supports, quiet spaces and regulation opportunities where appropriate.
- Small groups and individual support where needed.
- Adapting teaching and assessment, including processing time, vocabulary preparation, assistive technology and access arrangements where appropriate.
- A broad and balanced curriculum, considering the needs and aptitudes of pupils with autism and associated identified need.

Our interventions and therapy offer and support:

Therapeutic input and interventions are arranged according to each pupil's EHC plan, assessment and any separately agreed package. The type, frequency, provider and review arrangements are recorded for each pupil; the examples below are not a universal entitlement.

- Individual, group based and universal Speech and Language therapy input (direct and classroom based)
- Individual, group based and universal Occupational Therapy input (direct and classroom based)
- Individual, group based and universal Thrive programmes
- Emotional Literacy support (ELSA)
- Mental health support
- Lego Therapy
- ELKLAN support
- Individual literacy, phonics and numeracy intervention
- Pupil leadership, visits, essential experiences and personal development activities, adapted to individual needs.
- Approaches that support positive relationships and prevent bullying.
- Trauma informed learning spaces
- Phonics teaching matched to assessed need and the school's current programme.
- General reading support
- Maths intervention (direct and classroom based)
- Enrichment activities

Staff Qualifications and Training

Staff receive induction and continuing professional development matched to the needs of pupils on roll. Leaders identify training needs from EHC plans, safeguarding information, practice review and specialist advice.

- Teachers and support staff receive training in the phonics programme used by the school as relevant to their roles.
- Staff receive SEND training relevant to the pupils they support, including autism, communication, sensory needs and regulation.
- All staff receive both internal and external CPD on delivering and supporting a multi-sensory curriculum through the academic year.
- Speech and language therapy is commissioned or provided according to pupils' EHC plans and agreed arrangements.
- Occupational therapy is commissioned or provided according to pupils' EHC plans and agreed arrangements.
- Staff receive approved behaviour support and safe intervention training where their roles require it, in line with school policy.

Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for pupils by:

- Reviewing progress towards individual learning targets and EHC plan outcomes at least termly.
- Reviewing the impact of interventions after an agreed number of weeks, according to the nature of the therapeutic intervention.
- Reviewing positive behaviour support plans when presentation or risk changes and at scheduled intervals.
- Consulting parents through discussions and use of parent questionnaires.
- Pupil questionnaires
- Using feedback questionnaires from external agencies such as social workers, virtual schools and local authority officers
- Using leadership observations, provision records, pupil and parent feedback, case reviews and governor scrutiny to check the quality and impact of support.
- Contributing to each pupil's statutory EHC plan annual review, which is convened and administered by the responsible local authority.

Engaging in Leicester Therapeutic School personal development curriculum:

All of our personal development opportunities and school visits are available to all our pupils.

- All pupils are encouraged to attend visitor sessions.
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- All pupils are supported to complete essential experiences inside and outside of school.
- We make reasonable adjustments and plan appropriate support so pupils can participate; individual safety and welfare considerations are assessed rather than using SEND as a reason to exclude participation.

Working with external agencies:

We work with relevant local authorities, health practitioners, social care and therapy services as appropriate to each pupil. We seek the pupil's and parents' views, share information lawfully and clarify responsibilities for delivering provision.

Complaints about SEN Provision

Parents and pupils are encouraged to raise concerns first with the class teacher or SEND lead. If the concern is unresolved, they may use the school's complaints procedure, available from the school and on its website. Concerns about an EHC plan's content, placement or local authority decision should also be raised with the responsible local authority; the school will support families to identify the right route.

Contact details for raising concerns about safeguarding

The Designated Safeguarding Lead is Amy Vickerman

Email: avickerman@leicesterts.co.uk

The local authorities' local offer

Families can find local SEND services and advice through the local offer published by their home local authority. Examples include:

Leicester City Council local offer

Leicestershire County Council local offer

West Northamptonshire or North Northamptonshire Council local offer, according to the pupil's home address.

6. Monitoring Arrangements

The Headteacher and SEND lead will review implementation at least annually, including delivery of EHC plan provision, progress from starting points, reasonable adjustments, pupil and family feedback, and transition outcomes. Findings will be reported to the proprietor body and governors as appropriate.

This policy and information report will be reviewed by September 2027 and earlier if provision, staffing or relevant requirements change. The proprietor body will approve material changes; the school will update published information and communicate changes to families.