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TIME SEN Policy 2025 - 2026

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1. 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, SEN co-ordinators (SENCOs) and the SEN information report.

2. Definitions

A student has SEN 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 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 an 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.

3. Roles and Responsibilities

3.1 The SENCO

The SENCO is Kerrie Boswell who can be contacted on 01744 808040 or kerrieboswell@mphtraining.org.uk

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise 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 headteacher and school board 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

3.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at school board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the school board
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

3.3 The headteacher

The headteacher will:

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

3.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

4. SEN Information Report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties
- Attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties
- Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, 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 will include progress in areas other than attainment, particularly in social, emotional and mental health needs

When deciding whether special educational provision or further assessment is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5. Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the 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 be added to the student's records
- We will formally notify parents when it is decided that a student will require further assessment
- Assessing and reviewing students' progress towards outcomes
- We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of 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 regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting students moving between phases and preparing for adulthood Students attending This Is My Education often make more frequent transitions between settings than the general school population.

On entry to the service every student will follow an induction procedure appropriate for the setting aimed at making transition as effective as possible. Staff will share information with any school, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this and strive to involve all relevant professionals and carers in meetings to support transition.

6. Inclusion

Our setting is committed to providing an inclusive, nurturing, and therapeutic learning environment where every learner is respected, valued, and supported to achieve their full potential. As an independent SEMH/SEN provision, we recognise the complex and varied needs of our pupils and aim to remove barriers to learning through personalised, holistic, and trauma-informed approaches.

We uphold our duties under:

- **The Equality Act 2010** (reasonable adjustments and protection from discrimination)
- **SEND Code of Practice (2015)**
- **Children and Families Act 2014**
- **Keeping Children Safe in Education (2024)**

6.1 Our Approach to Inclusion

6.1.1 A Therapeutic and Nurturing Environment

- We provide a safe, predictable environment that supports emotional regulation and wellbeing.
- Staff are trained in trauma-informed practice and de-escalation strategies
- Strong, respectful relationships form the foundation for all learning.

6.1.2 Personalised Pathways for Every Learner

- Pupils receive bespoke learning plans tailored to their SEMH and SEND profiles
- We take a whole-child approach, considering emotional, cognitive, social, sensory, and behavioural needs
- Flexible timetables, 1:1 support, and small groups are used to meet individual needs and reduce anxiety

6.1.3 Equal and Meaningful Access to Learning

- All pupils have access to a broad, ambitious curriculum that is adaptable to varied learning profiles
- Lessons are differentiated and delivered using structured, multisensory, and practical approaches
- Visual supports and reduced-stimulus environments are used as required

6.1.4 Early Identification and Continuous Assessment

- We identify needs promptly through baseline assessments, observations, and multi-agency input
- Support plans (ILPs or EHCP-linked targets) are regularly reviewed
- Provision is adjusted dynamically, ensuring it remains relevant and effective

6.1.5 Working in Partnership with Families and External Agencies

- We maintain open and regular communication with parents and carers
- Families are involved in target-setting, reviews, and decision-making
- We work collaboratively with professionals such as EPs, CAMHS, social care, speech and language therapists, and occupational therapists

6.1.6 Promoting a Culture of Belonging and Respect

- We celebrate diversity and promote understanding, tolerance, and acceptance
- Discrimination or bullying is not tolerated
- Pupils are encouraged to recognise and respect differences in themselves and others

6.1.7 Inclusion in the Wider Curriculum and Community

- Pupils are supported to engage meaningfully in enrichment, outdoor learning, therapeutic activities, and off-site experiences
- Risk assessments are individualised to ensure safe and inclusive participation
- Independence, life skills, and community involvement are promoted to prepare learners for adulthood

7. Our approach to teaching students with SEN

All students attending the school have SEN and staff aim to assess the level of need and any interventions required in a timely manner.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students and recommended interventions shared with all appropriate staff to support learning.

7.1 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 style, content of the lesson, etc.
- Adapting our resources and staffing
- 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, reading instructions aloud, etc.

7.2 Additional support for learning

We have a number of Senior Learning Assistants (SLA's) who are trained to deliver phase-appropriate, quality interventions. SLA's can support students on a 1:1 basis, in small groups or assist teaching staff to provide additional support for learning in class.

We work with a number of Local Authority partners to provide support for students with SEN, including Educational Psychology, Speech and Language, Language and Social Communication Service, Additional Needs and health professionals.

7.3 Expertise and training of staff

All our staff participate in regular training to deliver SEN provision, supported by Local Authority partners and external agencies. The training plan is under constant review and adapted to meet the needs of students accessing the provision.

7.4 Securing equipment and facilities

Any additional equipment or facilities required to support students can be accessed with the support of students' mainstream schools or the Additional Needs department in the Local Authority.

7.5 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals at least each term
- Reviewing the impact of interventions every 6 weeks
- Using student and parent questionnaires
- Regular discussion with students in keyworker/mentoring sessions
- Holding annual reviews for students with statements of SEN or EHC plans

8. Enabling students with SEN and disabilities to engage in activities

All our extra-curricular activities and school visits are available to all our students.

All students are encouraged to go on our residential trips when they are offered. All students are encouraged to take part in sports day/school plays/special enrichment events, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability. See Accessibility Plan and Equality Plan on the school website for further information.

9. Support for improving emotional and social development

Providing support for students to improve their emotional and social development is our area of expertise.

This support is delivered by very experienced staff throughout student/staff contact time, during differentiated personal, social and health education, in 1:1 mentoring sessions and by a number of external partner agencies. We have a zero-tolerance approach to bullying.

9.1 Working with other agencies

This Is My Education works with mainstream schools, specialist provisions and partner agencies in the Local Authority to access the best available support to meet students' SEN and to support their families.

10. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO, Teacher in Charge or This Is My Education Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

11. Contact details of support services for parents of students with SEN

Up to date contact details of services available to support parents can be found on our school website. Teachers in Charge and the SENCO are also happy to discuss any support parents may need and facilitate contact with any other services.

11.1 Contact details for raising concerns

Students or parents with concerns should contact Teachers in Charge, the SENCO or the headteacher. If are unsure who to contact, call the relevant school office.

12. The local authority local offer

Our contribution to the local offer is published on our school website.
Our local authority's local offer is published on This Is My Education website.

13. Monitoring arrangements

This policy and information report will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be ratified by the School Governing Body.