



SEND Policy

Reviewed:	Reviewed By:	
	Name:	Signature:
September 2026	John Southeran / Kim Turnbull	J Southeran / K Turnbull

Mission Statement

Education Plus are providers of alternative provision, supporting pupils with social and emotional needs, including those who are disengaged from mainstream education, because of challenging behaviour or poor attendance.

We provide the right mix of academic rigour, curriculum choice, and personalised support to allow all our students to thrive.

What are the school's policies for the identification and assessment of pupils with special educational needs?

At Education Plus children are identified as having SEND (special educational needs or disabilities) through a variety of ways including the following:

- Liaison with referring school
- Child performing significantly below age expected levels despite intervention
- Concerns and information raised by parents/carers
- Concerns and information raised by class teachers or support staff

Where a pupil is not making adequate progress, teachers, the SENDCO (special educational needs and disabilities coordinator) and parents/carers collaborate on problem solving, planning, support and teaching strategies for individual pupils. External agencies may be involved to support this process.

On entry to Education Plus all students will be assessed using a series of curriculum baseline tests and specific (e.g. dyslexia) SEND screening tests for identified students on referral. If deemed necessary, this can then lead to a more detailed assessment which will inform teaching strategies.

If you think your child may have special educational needs, contact our Provision Coordinator Kayley Brems in the first instance.

What are Special education Needs

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Broad areas of need – There are four broad areas of special educational need, these are:

Communication and interaction – include pupils with:

- Autistic Spectrum Condition (**ASC**)
- and those with Speech, Language and Communication Needs (**SLCN**)

Cognition and learning – include pupils with:

- Specific Learning Difficulties (**SpLD**)
- Moderate learning difficulties (**MLD**)
- Severe Learning Difficulties (**SLD**)
- and Profound and Multiple Learning Difficulties (**PMLD**).

Social, Emotional and Health Difficulties – include any pupils who:

- have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or Physical Difficulties – include pupils with:

- hearing impairment
- visual impairment
- multi-sensory impairment
- and physical difficulties.

Inclusion

Education Plus is an inclusive provision where every child is valued and respected. We are committed to the inclusion, progress, and independence of all our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality, but we also actively work to support the learning and needs of all members of our community.

The kinds of SEN that are provided for:

At Education Plus, we have experience of supporting children and young people with a wide range of needs including:

Communication and Interaction

- Speech, Language and Communication Needs (SCLN)
- Autism Spectrum Condition (ASC)

Cognition and Learning

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)

Social, Emotional and Mental Health Needs

- Mental Health Difficulties
- Social and Emotional Needs

Sensory and/or Physical needs

- Gross and Fine Motor Needs
- Sensory Processing Needs
- Hearing Impairments
- Visual Impairments
- Physical Disability
- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

How we adapt teaching

Staff at Education Plus strive to provide high quality teaching to all our students. Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at Education Plus are expected to make at least good progress.

Students are taught a tailored curriculum to best meet the needs of each student. Where students require extra support, specialist resources or extension materials will be provided wherever possible.

If a student is looked after by the local authority, their needs will be supported in the same way as other SEND students, with the addition of close liaison with appropriate staff from the local authority as well as the student's virtual head teacher.

All students are known well by their learning mentor and teachers, who develop strong relationships with them. They are taught in small groups with ratios of staff: students of no more than 1:5. Good behaviour and work is rewarded through our Earn as you Learn scheme.

Students have many opportunities to express their thoughts and views, including directly to their learning mentor.

We encourage students to have a voice in Education Plus through their ability to speak to staff in small groups or 1:1 sessions.

We manage medical needs by working closely with parents and healthcare professionals. We listen to and act on their advice, providing staff training when needed.

Who can help?

Education Plus has a wealth of expertise from our own staff and from staff across our various provisions across the Northeast. Specialist services are always used when a student needs more support to reach their potential. The following is a snapshot of our expertise, it is not an exhaustive list:

- SENDCo Consultant: John Southeran is the Director overseeing SEND. He ensures that policies, procedures and practice around supporting children and young people with additional needs are as robust as in mainstream settings and compliant with the Special Educational Needs and Disability Code of Practice: 0 to 25 years. (Department for Education, 2015). This commitment to supporting SEND provision reflects the ethos of Education Plus to seek the best outcomes for all their students and ensure that students receive the same high level of support and challenge as they would in school. Support plans and EHCPs are reviewed and offer support and guidance to staff and leaders about strategies to ensure that each student's needs are met and that they can make progress towards their targets.
- Head of Site: Kim Turnbull (Shildon), Mark Jacomb (Meadowfield) Allan Maher (Middlesbrough)
- SEND Director: John Southeran
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We involve other organisations including health and social care services, local authority support services and charitable and voluntary sector organisations to meet students' needs and support their families.

The application for an Education, Health and Care (EHC) Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Social Care
- Health professionals

The SENDCO attends all relevant, up-to-date training (including statutory national qualifications) on a regular basis. All learning mentors/TA attend in school continuing professional development sessions (CPD) and individual CPD is encouraged. As a whole staff we have regular training and updates of SEND issues. There are several additional resources in school to provide further strategies for teaching children with SEND which are available to all staff.

What support is available for improving the emotional, mental, and social development of pupils with special educational needs?

Each student has a designated tutor / SLT link. Every day we hold a pastoral debrief to discuss aspects of the day including individual students' social and emotional needs.

We try to support the emotional and social development of all our pupils, including those with SEND. A programme of social and emotional education through Personal, Social and Health Education (PSHE) is taught daily which covers a range of issues including mental and physical health.

However, for those children who find aspects of this difficult we offer an in-school support, alongside supported lunchtime and break times. If further social/emotional support is required, this can be arranged through the learning mentor, Head of Site or SENDCO and may take the form of discussions with school staff or a referral for counselling by an outside agency such as Kooth. Where appropriate, we work with parents to get support from external agencies, including the Parent Support Adviser, Family Support Worker or Child and Adolescent Mental Health Service.

Complaints

A parent/carer with any concerns regarding the provision in place for their child, they should make an appointment to meet with the SENDCO in the first instance. Should concerns continue then a parent/carer should make an appointment to discuss these with the Head of Site. If a parent/carer has a complaint, then please follow the complaints procedure on the website.