



Outcomes
First Group

SEN Policy

Written by	Samantha Bray
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Version	3

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1. Aims

Our SEN Policy aims to:

- Set out how our school supports and makes provision for pupils with Special Educational Needs (SEN).
- Explain the roles and responsibilities of staff, leaders, governors, and external partners in meeting the needs of pupils with SEN.
- Ensure pupils and parents are fully included in planning and reviewing provision.

2. Legislation

This policy is based on the **Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years (2015)** and the following legislation:

- **Children and Families Act 2014 (Part 3)** – school responsibilities for SEN and disability.
- **SEND Regulations 2015** – responsibilities for Education, Health and Care Plans (EHCPs), SEN Coordinators (SENCOs), and the SEN Information Report.
- **Equality Act 2010** – duties to make reasonable adjustments for pupils with disabilities.

3. Definitions

According to the SEND Code of Practice (2015):

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.”

This means they may:

Have significantly greater difficulty in learning than others of the same age, or

Have a disability which prevents or hinders them from making use of facilities generally available in mainstream schools or colleges.

At Meadowcroft School:

Every pupil has an EHCP.

All staff are committed to inclusion and ensuring young people can take part in every aspect of school life.

4. Roles and Responsibilities

The SEN Team

- **Deputy Headteacher (inclusion):** Samantha Bray
- **The Lodge (Interim SENCO):** Sally Forrester
- **The Gallery SENCO:** Harriet Lindley
- **The Hub SENCO:** Tom McGuinness
- **The Works SENCO:** Kath Morris

All SENCOs also act as **Designated Teachers for Children in Care (CIC)**.

The SEN Team Will:

- Lead the strategic development of SEN provision across the school.
- Oversee day-to-day operation of SEN provision for all pupils with EHCPs.
- Provide guidance and training for colleagues.
- Liaise with parents, carers, and external agencies.
- Support smooth transitions into further education or training.
- Advise on effective use of resources and budget.
- Ensure compliance with the Equality Act 2010.
- Keep SEN records accurate and up to date.

- Maintain professional development (CPD) to keep practice current.
- Work with the Deputy Headteacher for inclusion, wider SLT, Pastoral team, Clinical and Governance team to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Liaise with the Designated Safeguarding Leads to ensure knowledge of children with ongoing safeguarding issues is up-to-date and relevant.
- Take responsibility for their own CPD; attend appropriate courses on relevant current topics so that they are aware of current practices in these areas and any future developments which may affect young people with SEN.
- Ensures that the school keeps records of all pupils with SEN up to date.

SEN Governor:

- Raise awareness of SEN issues at governance meetings.
- Monitor quality and impact of SEN provision.
- Report findings to the Head of School and Governing Board.
- Ensure oversight of SEN funding allocation and value for money.

Deputy Headteacher (Inclusion):

- Work with SEN Team and Governor to develop provision.
- Hold overall responsibility for progress and outcomes of pupils with SEN.

Teaching staff:

- Responsible for the progress and development of every learner in their class.
- Use the graduated approach (assess, plan, do, review).
- Adapt teaching strategies and work with teaching assistants to ensure support is embedded in lessons.
- Collaborate with SEN Team, pastoral, safeguarding leads and clinical team in reviewing progress and provision.
- Ensure compliance with this SEN Policy

5. Curriculum Access

We are committed to enabling every pupil to access learning. Provision includes:

- Setting personalised learning targets.
- Responding to pupils' diverse learning needs and interests.
- Overcoming barriers to learning through differentiation and flexible approaches.
- Embedding communication strategies from Speech and Language Therapy.
- Using Trauma Informed Practice (TIP) to track and support social and emotional progress.
- Offering a range of teaching styles to meet varied needs.
- Supporting independence through structured use of resources.
- Using ICT and specialist equipment where appropriate.

- Applying positive behaviour strategies aligned with the whole-school policy.
- Providing therapeutic support (Speech and Language, Occupational Therapy, Psychotherapy).
- Delivering regular staff training on SEN.
- Ensuring reasonable adjustments in assessments and exams (e.g., extra time, readers, scribes, quiet rooms).
- Promoting inclusion in extracurricular activities, school trips, and enrichment opportunities.

6. Evaluating the Success of SEN Provision

We measure the effectiveness of SEN provision by:

- Reviewing individual progress towards targets each term.
- Reviewing interventions at mid-point and end.
- Collecting pupil and parent feedback (questionnaires, student council, regular meetings).
- Monitoring by Operational Leads and SEN Team.
- Using the Evidence for learning platform
- Analysing data (attendance, exclusions, attainment gaps).
- Holding statutory **Annual Reviews of EHCPs**.
- Feeding evaluation outcomes into the **School Improvement Plan** to drive continuous improvement.

7. Safeguarding and SEN

- SENCOs work closely with **Designated Safeguarding Leads (DSLs)**.
- Vulnerable pupils with SEN are monitored closely for safeguarding risks (e.g., bullying, mental health, online safety).
- Safeguarding records are regularly updated and shared appropriately.

8. Contact Details

- **Deputy Headteacher (Inclusion)**
Samantha Bray
samantha.bray@meadowcroftschoo.com
- **The Lodge (SENCO & Designated Teacher for CIC)**
Sally Forrester
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- **The Gallery (SENCO & Designated Teacher for CIC)**
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