



Special educational needs and disabilities (SEND) policy

Approved by:	Ms P Rahman	Date: September 2026
Last reviewed on:	October 2024 September 2025	
Next review due by:	September 2027	

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND

Set out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil

Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

➤ Our overarching vision is to provide a positive, supportive and nurturing environment for children to learn and achieve their potential by paying attention to these specific areas:

- creating a secure, accepting, collaborating and stimulating environment where everyone is valued
- understanding that every child learns differently and catering for different learning styles
- providing a highly creative, multisensory curriculum designed for children with a range of Special Educational Needs and Disabilities
- acknowledge and support every pupils' individual areas of need
- ensuring all children are given appropriate support so that they can fully access and engage with the National Curriculum
- ensuring all children are fully included in all activities of the school in order to promote high levels of achievement and emotional well being
- personalising the curriculum so that each child can be challenged yet still achieve
- providing opportunities for off site experiences to develop social and communication skills and promote confidence and self-esteem
- offering a varied and changing selection of extra-curricular activities
- providing additional therapies on site, including Speech and Language Therapy, Occupational Therapy, Lego Therapy, Physiotherapy
- supporting every child's individual areas of need by creating a Provision Plan for each child, detailing specific intervention groups and reviewing progress termly
- forming solid links with parents and other agencies to fully support the children

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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

Special educational provision is 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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCOs at our school are Mrs E Austin/Miss G Quirk They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- The SENCO has significant authority within the school's leadership structure to make strategic decisions about SEND provision and to influence whole-school practice to improve outcomes for pupils with SEND

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions

- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SEND link governor

The SEND/Inclusion link governor is Lisa Harries.

The SEND governor will:

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

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

Ensuring they follow this SEND policy and the SEN information report

Communicating with parents/carers regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents'/carers' concerns and agree their aspirations for the pupil

6.6 Teaching Assistants

Each TA is responsible for:

being fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN

using the school's procedure for giving feedback to teachers about pupils' progress

TAs work as part of a team with the head teacher, SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEN within the class. They play an important role in implementing Provision Plans and monitoring progress.

6.7 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

Invited to Annual Review meetings to review the provision that is in place for their child

Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs

Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

6.8 The pupil

Pupils will always be given the opportunity to provide information and supported to express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

Explaining what their strengths and difficulties are

Contributing to setting targets or outcomes

Attending review meetings

Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Resource Allocation and Strategic Priorities

7.1 Our approach to resource allocation

At Birtley House School, we allocate our resources strategically to ensure every pupil receives the personalised support they need to thrive. Our resource allocation decisions are guided by:

- Individual pupil needs identified through comprehensive assessment
- Evidence-based approaches that have proven effective for our pupils
- Our commitment to providing a holistic, therapeutic education
- Regular monitoring of impact and outcomes
- Feedback from pupils, parents/carers, and our multi-disciplinary team

7.2 Specialist staffing

We invest significantly in specialist staff expertise to ensure high-quality provision across all four areas of need (communication and interaction, cognition and learning, social, emotional and mental health, and sensory and/or physical needs).

Our specialist staff include:

- **Qualified teachers** with expertise in special educational needs, trained in multisensory teaching approaches and adaptive pedagogy
- **Teaching assistants** with specialist training in supporting pupils with complex needs
- **Speech and Language Therapists** who provide both individual and group interventions, and work collaboratively with teaching staff to embed communication strategies across the curriculum
- **Occupational Therapists** who support pupils' sensory processing, fine and gross motor skills and independence in daily activities
- **External physiotherapists** who work with pupils requiring physical support and movement programmes
- **Lego therapy practitioner** to support children's social skills, communication and collaborative problem solving skills

All staff receive ongoing professional development to ensure they remain at the forefront of best practice in special education. This includes:

- Regular training on specific conditions and needs (e.g., autism, ADHD, sensory processing difficulties)
- Therapeutic approach training (e.g., sensory regulation, emotion coaching, positive behaviour support)
- Safeguarding and child protection updates
- Team Teach or equivalent behaviour support training
- First aid and medical needs training where relevant

7.3 Therapeutic provision

We recognise that many of our pupils require therapeutic interventions alongside their education to make progress. Our on-site therapy services are integrated into the school day to ensure:

- Minimal disruption to learning
- Collaborative working between therapists and teaching staff

- Consistency of approach across all settings
- Regular monitoring and adjustment of programmes

Our therapeutic provision includes:

Speech and Language Therapy:

- Individual and small group sessions targeting specific communication goals
- Whole-class language enrichment activities
- Training and support for staff to embed communication strategies
- Assessment and monitoring of communication progress
- Support with alternative and augmentative communication (AAC) where needed

Occupational Therapy:

- Sensory integration programmes
- Fine and gross motor skills development
- Self-care and independence training
- Environmental adaptations and equipment provision
- Sensory diet programmes integrated into the school day

Physiotherapy:

- Individual movement programmes
- Postural management and seating assessments
- Equipment provision and training
- Liaison with external health professionals

Lego Therapy:

- Structured social communication groups
- Development of collaboration and problem-solving skills
- Turn-taking and joint attention practice
- Building resilience and emotional regulation

Therapy provision is allocated based on individual need, as identified through assessment and review processes. Therapy goals are integrated into pupils' Provision Plans and reviewed termly.

7.4 Curriculum and learning resources

We invest in high-quality, multisensory learning resources that support our creative curriculum and meet the diverse needs of our pupils. This includes:

- Specialist teaching materials and equipment for multisensory learning
- Assistive technology to support access to learning (e.g., communication aids, adapted keyboards)
- Sensory resources and equipment (e.g., sensory circuits equipment, weighted items, fidget tools)
- Physical resources to support motor development
- Age-appropriate, engaging materials that motivate and inspire our learners
- Library resources including books at appropriate reading levels and interest levels

7.5 Small class sizes and personalised provision

We maintain small class sizes to ensure every pupil receives the individual attention they need. Our typical class sizes are between 5 and 12, with a high staff-to-pupil ratio that enables:

- Differentiated teaching tailored to individual learning styles and needs
- Frequent one-to-one support where required

- Flexible grouping based on need
- Responsive teaching that adapts to pupils' day-to-day needs
- Close monitoring of progress and wellbeing

Each pupil has a personalised Provision Plan that sets out:

- Their individual strengths and needs
- Specific strategies that work for them
- Targets across all areas of development
- Therapy goals and programmes
- How we will measure progress

These plans are reviewed termly with parents/carers and updated based on progress and changing needs.

7.6 Environment and accessibility

We invest in creating an environment that is accessible, safe and conducive to learning for all our pupils. This includes:

- Sensory-friendly classrooms with appropriate lighting, acoustics and visual supports
- Quiet spaces and sensory room for regulation and calm
- Accessible facilities including adapted toilets and cleaning facilities where needed
- Outdoor learning spaces and play equipment suitable for our pupils' needs
- Visual supports, timetables, and communication aids throughout the school
- Adjustments to the physical environment based on individual needs (e.g., specialist seating, adapted equipment)

7.7 Partnership working and external support

We work closely with external professionals and services to ensure our pupils receive comprehensive support. We allocate resources to:

- Liaison time with external professionals (e.g., educational psychologists, CAMHS, paediatricians, social workers)
- Multi-agency meetings and reviews
- Training from external specialists
- Accessing specialist assessments where needed
- Transition support and planning with receiving settings

7.8 Monitoring impact and continuous improvement

We regularly monitor the impact of our resource allocation to ensure we are achieving the best possible outcomes for our pupils. This includes:

- **Termly reviews** of individual pupil progress against their Provision Plans
- **Data analysis** of progress in academic attainment, communication, independence, social skills and wellbeing
- **Pupil and parent/carer feedback** gathered through surveys, meetings, and informal discussions
- **Staff reflection** on what is working well and where adjustments are needed
- **Annual review** of our overall provision and strategic priorities

Based on this monitoring, we adjust our resource allocation to ensure we are:

- Meeting emerging needs across our cohort
- Investing in approaches that have the greatest impact
- Addressing any gaps in provision

- Maintaining our high standards of support

7.9 Strategic priorities for 2026-2027

Our current strategic priorities for resource allocation are:

1. **Enhancing communication provision** - Increasing Speech and Language Therapy strategies to provide more intensive support for pupils with complex communication needs and embedding communication strategies across all areas of the curriculum
2. **Developing emotional regulation support** - Investing in staff training on emotion coaching and sensory regulation strategies and enhancing our sensory provision to support pupils' self-regulation
3. **Strengthening transition pathways** - Allocating additional resources to transition planning and preparation, including building relationships with potential next settings and providing extended transition programmes for pupils who need them
4. **Improving family engagement** - Creating more opportunities for parent/carers involvement in their child's learning, including parent training sessions on therapeutic approaches used in school
5. **Expanding enrichment opportunities** - Ensuring all pupils can access a broad range of extra-curricular activities and experiences, with appropriate support and adaptations

These priorities are reviewed annually and adjusted based on the changing needs of our cohort and the impact of our interventions.

7.10 Transparency and accountability

We are committed to transparency about how we use our resources to support our pupils. We:

- Share individual Provision Plans with parents/carers, clearly setting out the support their child receives
- Discuss resource allocation and provision at review meetings
- Provide information about our therapeutic services and specialist provision to prospective families
- Report to our governing body on the effectiveness of our SEND provision and resource allocation
- Welcome feedback from parents/carers, pupils, and staff about our provision

Parents/carers who have questions about how resources are allocated to support their child, or about our strategic priorities, are welcome to contact the SENCO or Headteacher to discuss this further.

8. Our approach to SEND support

8.1 Consulting and involving pupils and parents/carers

The school will put the pupil and their parents/carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs further special education provision, we will have an early discussion with the pupil and their parents/carers. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account any concerns the parents/carers have

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

8.2 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the

pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our school system and will be made accessible to staff in a provision plan.

Parents/carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

8.3 Levels of support

School-based SEN provision

All pupils at Birtley House are placed on the SEND register. Some pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

8.4 Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Reviewing provision through Provision Plans which are shared with parents
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers

9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our child protection policy.

11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

12. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists
- Physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services

13. Admission and accessibility arrangements

13.1 Admission arrangements

Birtley House School is a specialist setting that provides education and support for children who:

- have Speech, Language and Communication difficulties, including ASD
- have specific learning difficulties such as dyslexia, dyspraxia, dyscalculia
- have mild-moderate learning delay
- are performing below government age expectations in numeracy and literacy
- have social communication/ social anxiety/ attachment disorders
- lack confidence
- may be anxious
- find it difficult to concentrate or need extra support or nurturing

All children will be considered at the discretion of the Headteacher, following the Placement Evaluation Visit

13.2 Accessibility arrangements

The school's accessibility plan, along with how to contact key members of staff is available from the school and on the website.

14. Complaints about SEND provision

Where parents/carers have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO in the first instance. They will be handled in line with the school's complaints policy

If the parent or carer is not satisfied with the school's response, they can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term

- How early pupils are identified as having SEND

- Pupils' progress and attainment once they have been identified as having SEND

- Whether pupils with SEND feel safe, valued and included in the school community

- Comments and feedback from pupils and their parents/carers

15.2 Monitoring the policy

This policy will be reviewed by the SENCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the Directors

16. Links with other policies and documents

This policy links to the following documents

- SEN information report

- The local offer

- Accessibility plan

- Behaviour policy

- Attendance policy

- Child protection policy

- Complaints policy