

# SEN POLICY

## Next Gen Support Services

**Approved by:** Omar Salahuddin **Date:** 08/08/25

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## 1. AIMS

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for young peoples with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for young peoples with SEN

## 2. 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 young peoples 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

## 3. DEFINITIONS

A young people has SEN if they have a learning difficulty or disability that 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 the 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.

## 4. ROLES AND RESPONSIBILITIES

### 4.1 THE SENCO

The SENCO is Omar Salahuddin.

They will:

- Work with the Head of Services 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 co-ordination of specific provision made to support individual young peoples with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that young peoples 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 delegated budget and other resources to meet young peoples' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education 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 young peoples with SEN up to date

## **4.2 THE SEN GOVERNOR**

The SEN governor will:

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

## **4.3 THE HEAD OF SERVICES**

The Head of Services will:

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

## **4.4 CASE MANAGERS**

Each case manager is responsible for:

- The progress and development of every young people in their case management
- Working closely with any specialist staff to plan and assess the impact of support and interventions, and how they can be linked to EET
- Working with the SENCO to review each young people's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

# **5. SEN INFORMATION REPORT**

## **5.1 THE KINDS OF SEN THAT ARE PROVIDED FOR**

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

- Cognition and learning, for example, dyslexia, dyspraxia

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Moderate learning difficulties

## 5.2 IDENTIFYING YOUNG PEOPLES WITH SEN AND ASSESSING THEIR NEEDS

We will assess each young people's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Case Managers will make regular assessments of progress for all young peoples 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 may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a young people is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the young people 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.

## 5.3 CONSULTING AND INVOLVING YOUNG PEOPLES AND PARENTS

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

- Everyone develops a good understanding of the young people'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 young people's record and given to their parents.

We will formally notify parents when it is decided that a young people will receive SEN support.

## 5.4 ASSESSING AND REVIEWING YOUNG PEOPLES' 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 young people's needs. This will draw on:

- The teacher's assessment and experience of the young people
- Their previous progress and attainment or 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 young people's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the young people 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 young people's progress.

## **5.5 SUPPORTING YOUNG PEOPLES MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD**

We will share information with the school, college, or other setting the young people is moving to. We will agree with parents and young peoples which information will be shared as part of this. We aim to be in collaboration with the new school, parents and/or other key professionals with an induction session or supervised visit(s).

## **5.6 OUR APPROACH TO TEACHING YOUNG PEOPLES WITH SEN**

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

High-quality teaching is our first step in responding to young peoples who have SEN. This will be differentiated for individual young peoples.

We will also provide the following interventions:

- Mentoring
- Small group sessions
- Tailored interventions to support individuals
- Liaison between parents, the main school and other key professionals with young people progress reports and next steps where possible

## **5.7 EXPERTISE AND TRAINING OF STAFF**

Our SENCO has 7 years' experience in this role and has worked as Head of Services, Head of Provisions and Head of Inclusion for both interdependent and academy sectors.

They are allocated at one day a week to manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Mental Health Awareness, ADHD, Dyslexia, Dyscalculia, EAL and differentiation.

## **5.8 SECURING EQUIPMENT AND FACILITIES**

We work closely with our partnering schools and the LA in terms of any specialist equipment and facilities. We also work with businesses and charities in securing equipment and facilities.

## **5.9 EVALUATING THE EFFECTIVENESS OF SEN PROVISION**

We evaluate the effectiveness of provision for young peoples with SEN by:

- Reviewing young peoples' individual progress towards their goals each term
- Reviewing the impact of interventions after 5 weeks
- Using young people questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for young peoples with EHC plans

## **5.10 ENABLING YOUNG PEOPLES WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN THE SCHOOL WHO DO NOT HAVE SEND**

All of our extra-curricular activities and school visits are available to all our young peoples, including our before-and after-school clubs.

All young peoples are encouraged to take part in workshops.

No young people is ever excluded from taking part in these activities because of their SEN or disability.

To prevent disabled young peoples from being treated less favourably than other young peoples, our admissions form will have a clear equality and diversity section whereby information presented will be used priorities placements when and where possible

The facilities and accessibility plan to help disabled young peoples access Next Gen Alternative Provision will include entry and exit accessible ramps, toilets and adapted learning plan for in class and out of class activities. All young peoples will have equal access to all our curriculum and facilities.

## **5.13 SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT**

We provide support for young peoples to improve their emotional and social development in the following ways:

- Young peoples with SEN are encouraged to be part of the Next Gen Support Services Council
- Young peoples with SEN are also encouraged to be part in pair and group activities to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

## **5.14 WORKING WITH OTHER AGENCIES**

We work with the following agencies to provide support for young peoples with SEN:

- CAHMS
- Children Services
- Social Services
- Educational Psychologist
- Youth Offending Services

## **5.15 COMPLAINTS ABOUT SEN PROVISION**

Complaints about SEN provision in our school should be made to the Head of Services in the first instance. They will then be referred to the school's complaints policy.

The parents of young peoples 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:

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

## **5.16 CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF YOUNG PEOPLES WITH SEN**

We promote services from Warwickshire Council and City of Coventry Council in terms of the Local Offer.

Further information can be found on: <https://www.warwickshire.gov.uk/send> and [Coventry SEND Local Offer | Let's Talk Coventry](#)

## **5.17 CONTACT DETAILS FOR RAISING CONCERNS**

If you have any concerns, please contact the Head of Services.

## **5.18 THE LOCAL AUTHORITY LOCAL OFFER**

Our contribution to the local offer includes a flexible alternative provision aimed to support disengaged young peoples from education, employment or training. Our provision offers support, guidance and referral to other parties to ensure young people and vulnerable adults are no NEET.

## **6. MONITORING ARRANGEMENTS**

This policy and information report will be reviewed by the Head of Services **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## **7. LINKS WITH OTHER POLICIES AND DOCUMENTS**

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting young peoples with medical conditions policy