

Policy

Special Education Needs - SEN



Policy	reviewed	By whom?
SEN Policy	22/09/2025	Leon Edwards

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This policy is to promote the successful inclusion of young persons with special educational needs and disabilities into Pushforward provision

Section 1: Introduction

The **SENCO** at our provision is **Marc Carless**

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This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 January 2015

The policy has been created by the Pushforward SENCO, senior leadership team, appropriate staff and parents.

This is an inclusive provision and there are high expectations for the achievement of SEN young persons. The provision has a regard for the Code of Practice 2015 in that:

- It sees that all young persons are entitled to an education that enables them to make progress.
- All young persons have access to the provision offered
- Staff are expected to set high expectations for every young person, whatever their prior attainment.
- Staff are expected to use appropriate assessments and projects to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset.
- Pushforward regards high quality delivery, differentiated for individual young persons, as the first step in responding to young persons who have or may have SEND
- Pushforward regularly and carefully reviews the quality of delivery for all young persons, including those at risk of not achieving all they are capable of.

Policy

Special Education Needs - SEN



Section 2: Aim

For all young persons to receive an appropriate education one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Objectives

This policy should:

1. Identify and provide for young persons who have special educational needs and additional needs
2. Work within the guidance provided in the SEND Code of Practice (2015)
3. Provide support and advice for all staff

Section 3: Identifying Special Educational Needs

A young person has SEN when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to young persons of the same age.

Young person skills are assessed during delivery or information from their previous setting also helps inform staff.

Progress will be measured against the EHCP targets offered by the plan or team around the child.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the young person's previous rate of progress
- fails to close the attainment gap between the young person and their peers
- widens the attainment gap

Delivery assessment will include progress in areas other than attainment – for instance where a young person needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Policy

Special Education Needs - SEN



Responses

Where progress continues to be less than expected, the Staff from Pushforward, SENCO and the parent school or team round the child should assess whether the young person might have SEN.

This will include:

- Evidence of delivery targeted at areas of weakness through the weakly plan.
- Informal evidence gathering
- Extra teaching or other rigorous interventions designed to secure better progress, where required.
- Monitoring young person response to support
- Involving parents and carers

Broad areas of need

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to consider the action the provision needs to take rather than fitting a young person into a category. At Pushforward the needs of the whole young person are considered, not just the special educational needs.

There are some issues which may impact on progress and attainment but which are not SEN. These are:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty under current Disability Equality legislation but these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being a Looked After Child
- Being a young person of Servicemen/women

Policy

Special Education Needs - SEN



Section 4: The Graduated Approach to SEN support

Responses

The role of delivery practitioners is to provide high quality delivery for all young persons, as the Code of Practice states: *High quality teaching, differentiated for individual young persons, is the first step in responding to young persons who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all young persons, including those at risk of underachievement.*

Where a young person is identified as having SEN, Pushforward will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle of: **Assess, Plan, Do, Review**, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the young person's needs and of what supports the young person in making good progress and securing good outcomes.

The four part cycle for the parent school to follow is:

Assess

The provision practitioner working with the SENCO should assess where a young person is not making adequate progress, despite high quality delivery targeted at an area of weakness.

They should draw on evidence from a clear analysis of the young person's need such as:

- The Delivery practitioners assessment and experience of the young person
- Information regarding young person progress, attainment and behaviour through weekly forms.
- The young person's development against their supposed journey with us
- The views and experience of parents
- The young person's own views
- Advice from external support services when available

Plan

Targets and objectives will be identified and agreed with the young person, parents and teachers. Additional provision, where appropriate, will be incorporated into the plan. The plan will clearly outline interventions to be undertaken and the personnel involved. There will be clear, measurable outcomes. These will be recorded on the Intervention Plan (IP).

Do

Interventions will be implemented by the relevant staff.

Policy

Special Education Needs - SEN



Review

Reviews will evaluate the effectiveness of the support given and the impact on the young person's progress. Assessment information will be gathered, measured against desired outcomes and written into the Intervention Plan (IP) to monitor impact. Adjustments may be made following the review. Progress will be formally reviewed every term.

Where a young person has a statement or Educational Health and Care Plan (EHCP), a statutory annual review meeting will take place.

Policy

Special Education Needs - SEN



Section 5 Managing Young persons' Needs on the SEN register

When a young person is identified as having SEN and their category/categories of need have been established, parents/carers will be contacted and information will be sought in order to involve them in the process. The views of the young person will also be sought. The Intervention Plan (IP) will then be written, recording all pre assessments and pre observations made.

This plan will be written by the SENCO or SEN staff in consultation with parents/carers, teachers, heads of year, SEN/intervention staff, the young person and other professionals (including; advisory professionals, health, social care, Educational Psychologist) if appropriate. The level of need of the young person will determine what interventions/actions will be undertaken. A plan will be drawn up, which involves the setting of targets and then actions will be agreed and recorded.

The activities or interventions will be undertaken by the staff outlined in the plan. The plan will be reviewed at least termly, but it will be reviewed earlier if it is felt that the plan is not working and if additional interventions need to be put in place.

After a term, the plan will be reviewed, again taking into account parent/carer views whenever possible and the views of the young person. The outcomes and impact will be assessed following the criteria outlined in the plan.

The staff delivering the actions will be responsible for evidencing the progress according to the outcomes described in the plan. If the young person is beginning to make progress following the plan, the interventions/actions will be continued. If the young person has made significant progress then their name may be removed from the SEN list, parents/carers will be informed if this is the case.

The level of provision will be decided according to the progress a young person makes. The school will use existing resources in a targeted way initially. If a young person fails to make progress, the Local Authority's advice will be sought. The school will ensure that it works closely with the Local Authority and links with the Local Offer which is available on the authority's web site. The Local Offer incorporates links to outside agencies.

There are systems for working with outside agencies are in place. Joint working with other professionals may include advice and support from:

- Specialist support/therapies
- Clinical treatments
- Delivery of medications
- Speech and Language Therapy
- Child and Adolescent Mental Health Service
- Occupational Therapy
- Physiotherapy
- School health
- Specialist equipment and wheelchair

Policy

Special Education Needs - SEN

Section 6: Supporting Young persons and Families



Parents/carers will be guided towards the LA local offer, with additional support from school and advice being provided by the local Parent Partnership. Parents/carers will be advised of outside agencies that could provide them and their children with additional support.

The provision assesses young persons with regard to exam access arrangements, if it is felt that that they are required. We also provide text help for young persons to access when reading documents for exams or key assessments.

Pushforward values the support it receives from parents/carers and actively encourages them to become engaged with the school in order to support the needs of their children.

Section 7: Monitoring and Evaluation of SEN

We are able to monitor the success of the Pushforward provision by looking closely at a number of factors including:

- Accessibility of suitable setting for disabled young persons by adapting timetables and rooming.
- Arrangements to ensure accessibility and safety for all.
- The progress of SEN young persons academically and socially through internal and external assessment, and monitoring behaviour and attendance against set EHCP targets.
- The use of the Provision Practitioner to monitor young person well-being.
- Evaluating the management of any safeguarding concerns, where appropriate.
- Regular whole-school SEN reviews.
- Support staff being made aware of the specific requirements of young persons.

Policy

Special Education Needs - SEN



Section 8 Complaint and Appeals

Any complaints or appeals against this policy will be through the complaints procedure.