



WILDS LODGE SCHOOL

SEN Policy

Date of issue: September 2025

Review Cycle: Annual

Next Review Date: September 2026

Wilds Lodge School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its learners and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values: ACCEPT

- Authenticity
- Connection
- Curiosity
- Empowerment
- Positivity
- Tolerance

While this current policy document may be referred to elsewhere in Wilds Lodge School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023, considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, learners and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Wilds Lodge School.

The policy documents of Wilds Lodge School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

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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 pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

As a school, we cater for pupils whose primary need is their Social Emotional and Mental Health (SEMH). Our pupils may also have a number of additional needs such as Autistic Spectrum Disorder, Attention Deficit Hyperactivity Disorder (ADHD) and general learning difficulties and delays.

Our school offers full time educational provision for students who have experienced difficulties in their schooling and who may previously have missed significant periods of learning through exclusion or school refusal.

There are many and varied reasons why mainstream schooling has not worked for our students. Below is a list of some of the reasons why this may have occurred. This is by no means an exhaustive list.

Students may have:

- A history of school refusal or non-attendance usually for a complex combination of reasons, some at home and some in previous school experiences.
- Depression and related problems which, in the extreme, can lead to self-harming and suicide attempts.
- Severe social difficulties as a result of discrimination and bullying.
- Emotional vulnerability.
- Problems of communication and behaviour, the result of underlying receptive and expressive language difficulties.
- Diagnosed physical or mental health conditions which affect mood, concentration and ritualised behaviour.
- Developmental disorders which impact upon concentration and attention.
- Autistic spectrum difficulties.
- Phobias associated with school or more generalized.
- Difficulties forming relationships and interacting socially.
- Conduct disorders.

- An experience of severe family trauma such as abuse and bereavement
- Moderate Learning Difficulties.
- A negative experience of education which has left them retreating “into a shell” and unable to verbalise their problems.
- Social, emotional and mental health difficulties.

Here at Wilds Lodge School we all believe strongly that change is possible and that by supporting each other through that change we all grow stronger.

As a school we aim to provide an inclusive education for all pupils, where they can learn and develop the skills necessary for the wider world. Pupils access small class sizes and high staff to pupil ratios, enabling personalised support. Pupils may also access a number of interventions, both therapeutic and academic.

We aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive suitable educational provision through a broad and balanced curriculum that is relevant, appropriately differentiated, and that demonstrates coherence and progression in learning
- identify, assess, record, and regularly review pupils’ progress and needs
- involve parents/carers in planning and supporting at all stages of their child/ren’s development.

Staff have undertaken specialist training and are competent in a number of strategies and methods for supporting pupils. Many staff are trained and qualified in supporting young people with specific Special Educational Needs.

2. Legislation and guidance

This policy and information report is based on the statutory [Special educational needs and disability code of practice: 0 to 25 years](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils 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 coordinators (SENCOs) and the SEN information report

[Schools: guide to the 0 to 25 SEND code of practice - GOV.UK](#)

[Supporting SEND - GOV.UK](#)

This policy also complies with our funding agreement and articles of association.

3. Definitions

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.

All of our pupils have an EHCP that details their needs and what provision it is that they need. Upon admission, a pupil's needs are assessed and we plan the correct provision for them and their needs. Pupils undertake an 'annual review' every year where their whole plan is reviewed, and new targets are set.

The annual review is the statutory process of looking at the needs and provisions specified in an EHC Plan, and deciding whether these need to change.

The first review of the EHC Plan must be held within 12 months of it being finalised. Subsequent reviews must be held within 12 months of the previous review.

If a child's needs change significantly before the annual review time, an emergency review can take place.

Throughout the year, pupils are set targets linked to their EHCP outcomes. These are reviewed periodically, between the child and their class teacher.

4. Roles and responsibilities

4.1 The SENCO and LAC designated teacher will:

- Work with the Head, Senior Leadership Team and Cavendish Education 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 coordination of specific provision made to support individual pupils
- Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise SLT on the deployment of the school's delegated budget and other resources (including Pupil Premium) to meet pupils' needs effectively
- Be one of the points of contact for external agencies, especially the local authority and its support services
- Work with the Headteacher and Cavendish governance team 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 pupils with SEN up to date
- Support class teachers and subject leads to monitor and analyse data to inform the planning of interventions, including the use of baseline data and formative assessment.
- With the Head of Education and Key Stage Leads, 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 Head of Education, 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
- Quality assurance processes in schools to ensure needs of pupils with SEND are being met (lesson observations by curriculum and SEN team, Key Stage tracking of progress)
- Support teachers in chairing EHCP reviews at admission and annually, working in partnership with the team around the child.

- Line manage and work in partnership with the therapeutic team to ensure pupils' therapeutic, sensory and communication needs are assessed and catered for.
- Work in partnership with parents and carers to remove barriers to learning for the pupils and their families
- Swift referral to external agencies and partnership working to meet the young person's needs
- Lead on pupil PEP reviews and attend LAC meetings with the DSL to ensure the continued provision and positive outcomes for these students
- Keep up to date with relevant national and local legislation relating to the provision of SEN and LAC pupils.
- Be involved in the process of referrals, and liaise with the Head Teacher and the Referrals Team in the selection process.
- Collaborate with the exams officer to ensure Access Arrangements are in place for examinations to ensure all pupils receive relevant support to access examinations and assessments.

4.2 The Proprietor (Cavendish Education) 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 headteacher, SLT, SET and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head and Head of Education will

- Work with the SENCO and the proprietor determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of pupils with SEN and/or a disability

4.4 Class and subject teachers

“Special educational provision is underpinned by high quality teaching and is compromised by anything less.” (DfE: 2015:25)

Each class teacher will:

- Have a secure knowledge of each learners' Education, Health and Care Plan (EHCP) and their needs
- Utilise their pupils EHCP, assessments and reports from outside agencies to inform their planning and differentiation.
- Play a key role in the Person-Centred Annual Review process and meetings for each member of their form group
- Ensure the universal and targeted provision identified in the EHCP is in place.
- Plan and provide high-quality teaching that is differentiated to meet pupil needs through a graduated approach – Assess, Plan, Do and review
- Ensure SMART targets are in place and a cycle of Assess Plan Do and Review is completed for pupils in their class
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Undertake or monitor the delivery by TA interventions as given to specific pupils by the SENCo, OT SALT and other SEN professionals
- Work with the SENCO to review each pupil's progress and development and

decide on any changes to the provision

- Be responsible for the progress and development of every pupil in their class
- Ensure they follow this SEN policy and relevant statutory guidance to ensure they are being SEN compliant
- Attend and engage in appropriate and relevant CPD so that they can meet the needs of all learners with SEND in their class
- Communicate with parents/carers regularly to discuss and review progress towards outcomes and targets

4.5 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 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 regular 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

4.6 The pupil

Pupils will always be given the opportunity to provide information and 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.

5. 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.

5.1 The kinds of SEN that are provided for

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

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Communication and interaction, for example, autistic spectrum disorder
- Cognition and learning, including Specific Learning Difficulties: for example,

dyslexia, dyspraxia. We also cater for pupils with moderate learning difficulties

- Sensory processing difficulties including those associated with a diagnosis of autism.

5.2 Identifying pupils with SEN and assessing their needs

All pupils join the school already with an Educational, Health and Care Plan (EHCP). An **EHC plan** is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

These plans are consulted and amended according to statutory guidance. The Form Tutor supported by the SENCO compiles a pupil profile. This profile includes outcomes and provisions of the EHCP or pupil plan and strategies recommended for the pupil, as well as details of any additional needs the pupil may have.

We will assess each pupil's current skills and levels of attainment at regular points in the year which will build on previous settings and Key Stages, where appropriate. We use diagnostic assessments, observation and teacher assessment of work to assess this. All staff will make regular assessments of progress for pupils and identify those who are making less than expected progress. This may include progress in areas other than attainment, for example, social needs.

When deciding what 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 pupil and their parents/ carers. We will use this to determine the support that is needed and whether we can provide it within our universal and targeted offers, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

An early discussion is had with the pupil and their parents/ carers upon admission. These conversations will make sure that:

- Everyone develops a good understanding of the pupil'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

Throughout a pupil's time at Wilds Lodge School, all pupils will have an annual review every year, which parents/ carers are invited to. The **annual review** is the statutory process of looking at the needs and provisions specified in an EHC Plan, and deciding whether these need to change. The first **review** of the EHC plan must be held within 12 months of the EHC plan being finalised. Subsequent **reviews** must be held within 12 months of the previous **review**. Pupils' views are also sought with regards to the reviews, and report in the child's words is submitted as part of the review, and if the pupil is felt to be mature enough and have the capacity, they will attend the review themselves also.

At the annual review we will work with pupils, their parents/carers and the Local Authority representative to:

- Update and review a pupil's EHCP, targets and outcomes
- Discuss pupil progress, their achievements and any next steps to support them to achieve
- Prepare the pupil for their next steps in their education journey

5.4 Assessing and reviewing pupils' progress towards outcomes

At Wilds Lodge School we benchmark all our new pupils on arrival and ensure we target missed opportunities to help enable them to access the learning opportunities within the classroom. We have a dedicated team that provides targeted interventions as well as qualified support staff within each classroom to embed fundamental strategies to encourage pupil's progression.

At a pupil's review meeting, progress towards their outcomes is discussed and reports from those who work with the child are shared. Outcomes are then amended according to pupils' progress. These amendments are then applied to the EHCP document.

As a specialist school, we use an adapted cycle of assess, plan, do review to monitor and plan provision for pupils.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

5.5 Our approach to teaching pupils with SEN

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

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. We have skilled classroom practitioners and also have subject leads, who oversee the provision within their specialist subjects and ensure that our lessons follow best practice guidance e.g. Maths Mastery.

At Wilds Lodge School, it is imperative for our pupils to understand the meaning behind what they are learning, why they are learning specific information and skills, and what a difference the knowledge and skills will make. It is important for our pupils to appreciate: the content of the curriculum, how it is structured and how it develops to augment an individual's progression.

The intent within our curriculum is for all subjects to be relevant for our pupils but ambitious enough to promote curiosity and progression. We pride ourselves in producing a curriculum that provides our pupils with a wide range of knowledge and skills for them to succeed not only in their education but to prepare them for independent living in the future.

Interventions are generally carried out by the classroom staff who support the pupil. Occasionally an intervention will be carried out by the Intervention Teacher, Subject lead or other specialist staff such as the SENCO, Occupational Therapist, Speech and Language Therapist. This is dependent on the nature and duration of the intervention.

Interventions are time limited, as pupils are supported first and foremost by Quality First Teaching. Interventions are not designed to be extended in duration, but are targeted to support a specific area of a child's progress and development, where QFT has not yielded sufficient progress over time.

5.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, the content of the lesson, etc.
- Adapting our resources and staffing for the needs of the students at that current time.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger

fonts, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We follow a dyslexia friendly approach to learning environments.

With regards to assessment, both formal and informal, we use the accommodations below. Not all pupils will need all of these but staff will bear these in mind when planning and carrying out assessments. This is not an exhaustive list, and assessment arrangements will be arranged considering a pupil's individual needs.

- Extra time (25% for secondary school examinations. Up to 50% if a young person has significant cognition and learning needs.)
- Use of a quiet room
- A prompt
- A reader.
- A scribe.
- Using a computer instead of handwriting.
- Using assistive software (screen reader/voice recognition).
- Exam papers to be on a coloured paper in dyslexia-friendly font.
- Hard copy instead of on-screen.
- Supervised rest breaks.

Access arrangements will be based on a pupil's Normal Way of Working, and the provision needed for assessments developed in collaboration with the SENCO, Class teacher and pupil.

With regards to EAL pupils, we ensure that EAL pupils:

- Have access to the whole curriculum, or as much of the curriculum as practicable on an individual basis
- Are taught with their peers
- Are placed in groups where they will see models of good behaviour
- Are placed in groups with fluent English speakers who will provide them with good language models
- Are placed in as high a set as possible ie with their intellectual/academic equals.

5.7 Additional support for learning

All staff are trained in the low arousal approach and trauma-informed practice.

All staff are trained in Positive Behaviour Support and Physical Interventions (L3) through Sherwood training.

We have staff trained in Precision teaching, Lego Therapy and Emotional Literacy Support.

We have a play therapist, Speech and Language therapist and Occupational Therapist on site.

Within the Cavendish Education group, we also have access to Educational Psychologist

Teaching assistants will support pupils through a scaffolded approach.

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

- Child and Adolescent Mental Health Services (CAMHS)
- Speech and language therapy service
- Occupational health service
- Local Authority Social Care
- British Dyslexia Association

- Nurture UK
- LGBTQ+ Support Organisations (location dependant)
- Specialist Teaching Service
- Youth Offender Support Programme
- Health Service representatives
- Child and Family groups
- The Youth Service and Voluntary Sector Youth Support Groups
- Sherwood Training ltd

5.8 Supporting pupils moving between phases and preparing for adulthood

If pupils move to another setting from Wilds Lodge School, information will be shared with their new setting, as agreed with parents/carers and the pupil to support them to succeed in their next educational phase.

When pupils move onto the next phase of their education they will have access to the following:

- Opportunity to attend open days and visits to a new setting with school staff
- Careers guidance and advice from specially trained staff.
- Opportunities for work experience
- Preparation from specialist staff for interviews that they may have to attend
- Guidance and support with careers and further education from an early stage in school

5.9 Expertise and training of staff

Our SENCO has worked in both specialist and mainstream education – in primary, secondary and through schools. They have been a senior leader in specialist settings for over 12 years, and is a DfE appointed Specialist Leader in Education.

All staff undergo a rigorous programme of continued professional development and training which encompasses training on supporting students with educational needs including SEMH, Autism, ADHD, Attachment Disorders, PDA and further staff are also trained in other more specialised areas, such as Dyslexia, Social Skills, Anxiety etc. All staff also receive training in Positive Behaviour Support, Safeguarding, First Aid and GDPR, to name a few.

All staff are trained in Positive Behaviour Support and Physical Interventions (L3) through Sherwood training. The practices of de-escalation and the use of safe restraint when necessary are utilised to ensure the safe educational provision for all.

We use specialist staff for all therapeutic interventions.

5.10 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after half a term
- Using pupil questionnaires and pupil view surveys
- Monitoring by the SENCO
- Holding annual reviews for pupils

5.11 Enabling pupils with SEN to engage in activities

School visits are made available to all our pupils with Risk Assessments being used to

identify and manage risk rather than limit access; in general, all pupils are encouraged to go on our school trips in the local and the wider area.

All pupils are encouraged to take part in sports, music and theater activities. No pupil is ever prevented from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

We are a specialist Social Emotional and Mental Health setting. The provision of effective support for emotional and social development underpins the school ethos and all policies of the school

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

We do this by:

- Providing care, support and guidance for each pupil throughout their time at school.
- Providing an ethos, which enables staff, pupils and parents to raise achievement
- Providing an environment where learning is at the centre of all we do
- Ensuring that the self-esteem of pupils and staff is dependent on a positive working relationship based on mutual respect
- Providing an ordered, purposeful, stimulating and structured environment so that all pupils can develop as independent pupils
- Setting high standards for behaviour and performance with good classroom management ■ Using effective assessment strategies so that all pupils can understand and monitor their own achievement
- Ensuring that there is a continuing dialogue between pupil, parents/carers and school and that regular, positive, informative and cooperative home/school liaison is an essential component of success
- Ensuring regular review and monitoring of pupil's progress to inform individual action planning and target setting

5.13 Working with other agencies

A range of outside agencies may be contacted to support pupils in school. The Head Teacher, Head of Education, DSL or SENCO will usually lead contact. Currently, these agencies include Child and family and mental health groups, Education Welfare Officers, Social workers, The Youth Service and Voluntary Sector Youth Support Groups, the Youth Offending Team, and Health Service representatives including the School Nurse. Parents will be contacted prior to the involvement of any of these agencies.

5.14 Complaints about SEN provision

The procedure for complaints can be found in the school complaints policy, which is available on our website. Hard copies can be requested from the School Office.

5.15 Contact details of support services for parents of pupils with SEN

Services available to parents and carers and in the area are detailed on the local offer page for your relevant local authority

<https://www.lincolnshire.gov.uk/homepage/131/send-local-offer>

[SEND Local Offer | Rutland County Council](#)

<https://www.leicestershire.gov.uk/education-send/what-is-the-local-offer>

[Peterborough Information Network | Peterborough SEND Information Hub \(Local Offer\)](#)

Other useful information

[SEND: guide for parents and carers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-guide-for-parents-and-carers)

[Special Educational Needs and Disability \(SEND\) Services - Family Action \(family-action.org.uk\)](https://family-action.org.uk/special-educational-needs-and-disability-sen-d-services)

5.17 Contact details for raising concerns

Please contact the class teacher in the first instance. If you require further support please contact the Key Stage Lead or the SENCO via the school office.

6. Monitoring arrangements

This policy and information report will be reviewed by Ellie Quare (SENCO) **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 our policies on:

- Curriculum policy
- Relationships policy
- SEN Information Report
- Complaints procedure

