**UNLOCKING POTENTIAL**
**LEVELLING THE SOCIAL AND ACADEMIC ARENA**

# SEND POLICY

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| **Date of policy** | September 2026 |
| **Next review date** | September 2027 |
| **Frequency of policy review (annually, every two years)** | Annually |
| **Policy owner** | Victoria Billany |
| **Published policy** | Yes X No ☐ |
| **List of connected policies** | Safeguarding Policy, Curriculum Policy, Digital Use Policy, Relational Policy, Mental Health and Wellbeing Policy, Children with medical needs that cannot attend school policy, Supporting children with medical conditions policy, Allergy Policy, Children looked after policy, Accessibility Plan Speech and Language Therapy Policy Occupational Therapy Policy, Equality and Dignity at work policy |
| **Approved** | Approved By Governors |

**The Board of Governors acknowledge their responsibility to ensure that this policy is effective and follows regulatory requirements. Governors undertake a review to satisfy themselves that the implementation of this policy is effective.**

**The Board of Governors ensures the establishment of familiarity with and the effective operation through monitoring, of school policies, approving those requiring GB sign-off in line with a regular cycle of school policy reviews. This occurs through a cycle of governor committee meetings and full board meetings.**

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## Mission Statement

The Levels School exists to provide a nurturing environment in which students with specific learning difficulties and co-occurring diagnoses can develop their self-esteem and aspire to be independent young adults who value the rights, responsibilities and rules that exist to promote and support their future welfare. Our approach toward establishing this ideology is predicated on trauma-informed practice and an obligation to develop the social skills required to build their future aspirational communities. We exist to help them find their level.

## Introduction

The Levels School is an independent specialist day school offering high quality education and exemplary pastoral care to students with a range of complex, specific learning differences that may include speech, language, and communication needs.

The policy shows how the school aims to comply with the Special Educational Needs and Disability (SEND) Code of Practice (2015) and the Equalities Act (2010).

It has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability (SEND) Code of Practice (2015)
- Equalities Act (2010): advice for schools DfE (2013)
- The Special Educational Needs and Disability Regulations (2014) T

The school's Special Educational Needs and Disability Co-ordinator (SENDCO) is responsible for implementing the policy.

This policy is in line with the Independent School Standards (Revised January 2015).

A student can be considered to have SEN if they have a learning difficulty or disability which requires special educational provision to enable them to access learning. Special educational provision is educational or training provision which is different from or additional to that which would be provided for children at the same age in a mainstream setting.

## Policy Statement

The Levels School provides specialist education to learners with a range of needs including:

Cognition and learning needs such as Dyslexia, Dyspraxia or Developmental Co-ordination Disorder, Dyscalculia and Specific Learning differences.

Communication and Interaction such as Developmental Language Disorder, Speech and Language and Communication needs that may include Social Communication difficulties associated with Autistic Spectrum Condition.

Social emotional and mental health difficulties, for example Attention Deficit and Hyperactivity Disorder (ADHD), Attachment Disorder, Anxiety or Emotionally Based School Avoidance (EBSA).

Sensory, motor and physical needs, for example Dyspraxia or Developmental Co-ordination Disorder.

The majority of our students will have more than one area of need that has impacted their ability to access learning successfully in a mainstream setting. We recognise that this is likely to have led to them experiencing feelings of failure and potentially have trauma linked to school. It is our intention to support them to feel safe enough to take risks and engage in the learning process again.

The SENDCo is responsible for ensuring that all staff have access to a Passport for every student which outlines their needs in brief and makes suggestions as to how best to support them in the classroom and at social times. This includes a front page which gives the student's view of their needs and the support required. This is filled in collaboratively by the student and their tutor when they join and is updated at least once a term. The Passport is a working document and all staff are encouraged to contribute to it, any additional strategies that they may find work with the student or additional information that they think is relevant to be shared with all staff about the student.

Additionally, all teachers, therapists and teaching assistants have access to student files containing any diagnostic reports and where appropriate the student's Education Health and Care Plan. This information should provide staff with the information needed to support a student on arrival. Additional information about the student's needs is likely to be gleaned as the student settles and can be added to the Passport to guide all staff as to how best to support the student with their learning.

Each subject teacher will be responsible for assessment and monitoring of progress and attainment of the students that they teach. They should report any concerns about progress to the SENDCo in the first instance.

All teachers, therapists and teaching assistants who work with a student will be made aware of their needs, the outcomes sought and any teaching strategies or approaches that are required.

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

- Supporting all students with regulation, starting with modelling and use of the Zones of Regulation, encouraging movement breaks, brain breaks, use of sensory boxes, ear loops, music etc as appropriate to the student and guided by the therapy team.
- Adapting resources and staffing, where possible, to meet the needs of the student.
- Differentiating the curriculum to ensure that all students are able to access it, this may be by groupings, additional support materials, targeted 1-1support, lesson content, teaching style etc.
- Using where possible recommended aids such as laptops, coloured overlays, visual timetables, enlarged fonts etc.
- Differentiating teaching to give longer processing times, pre-teaching of vocabulary, reading instructions aloud etc.

## Roles and Responsibilities

At The Levels School, the named Special Educational Needs and Disability Co-ordinator (SENDCo) is Victoria Billany and the named Governor responsible for SEND is Paul Easterbrook. Along with the Headteacher, they ensure that this SEND policy works within the guidelines of the SEND Code of Practice (2014), also linking with other policies within the school. The School Governors and Senior Leadership Team, in conjunction with the Special Educational Needs and Disability Co-ordinator (SENDCo), will ultimately ensure that the School takes into account the needs and aptitudes of all enrolled students and that any requirements of an Education Health Care (EHC) Plan where The Levels School is the agreed named provision are complied with. When considering 0-25 EHC plans sent to The Levels for consultation by a local authority, we will clarify what the school can provide from existing resources and what will be needed in terms of extra support – financial or specialist input – from the local authority in order to make the provision necessary to meet the needs. We will also make clear where the provision set out in the plan is implemented as part of our universal provision and may therefore be delivered in a way that is different to that set out in the plan.

The role of the SENDCo focuses on the coordination of special educational needs. Overseeing the day-to-day operation of The School's SEND policy.

**SENDCo**

The SENDCo will:

- Create, oversee and update students' Passports and SEND records.
- Oversee the transition of new students, instructing and supporting the SENDCo Assistant who is responsible for transitions.
- Complete reading and comprehension baseline/ tracking assessments for students and sharing these results with all staff.
- Oversee and initiate assessments and applications for Exam Access Arrangements, creating, storing and sharing these with relevant bodies supported by the SENDCo Assistant.
- Oversee the allocation of school resources, to include Teaching Assistant support, in line with the students' provision needs.
- Provide professional guidance to colleagues and work with staff, parents and carers and other agencies to ensure that all students receive appropriate support and high-quality teaching.
- Contribute to staff training.
- Run or support parent workshops as required.
- Liaise with external agencies, especially the local authorities and its support services.
- Supervise the creation and sharing of curriculum information to parents six times a year.

- Liaising with the Head teacher and the governing body, in particular, Paul Easterbrook, the Governor with responsibility for SEND.
- Meeting weekly with the Headteacher and Head of Therapy to discuss student provision and progress alongside developing the strategic direction of SEND within the school.
- Attending the Therapy meeting to discuss the needs of the students with the therapy team to ensure holistic provision is made and regularly liaising with the Head of Therapy about whole school provision.
- Managing and supporting the SENDCo assistant and the Teaching Assistant team.
- Creating and updating the SEND register, providing a SEND report of this for governors as required.

**Headteacher**

The Headteacher will:

- Work with the SENDCo and the governing body to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of all our learners.
- Have overall responsibility that all student's medical needs are met.

**Teachers**

Every teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with teaching assistants, the SENDCo, Head of Therapy or Therapists to plan and assess the impact of support and provision in the classroom.
- Creating curriculum slides for every half term.
- Contributing to the outcomes document of every child that they teach who has an Education, Health and Care plan.
- Informing the SENDCo of any concerns they may have about a student's progress, development, or provision.