

		Date	Review Date
Written by	Ryan Goodwin	01/09/2025	01/09/2026
Reviewed by	Debbie Goode	01/09/2025	01/09/2026

Legal Status

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 pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care plans (EHCP), SEND co-ordinators (SENCOs) and the SEND information report

This policy links to our policies on:

- Accessibility Policy
- Safeguarding and Child protection Policy
- Behaviour Policy
- Curriculum Policy

Policy Applies to: -

- All staff (teaching and non-teaching) and volunteers working within TILT Education, parents/ carers and pupils

Availability

This Policy is made available to staff, parents and pupils, a paper copy may be obtained from TILT Education Office.

Monitoring and Review

This policy is subject to continuous monitoring, refinement, and audit by the Proprietors who are both the Head of Centre (and SENCO) and Headteacher.

Policy Aims

Our SEND policy report aims to:

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

Proprietors/ Head of Centre / Headteacher and staff have shared aims and values and are committed to ensuring that all pupils are offered full access to a broad, balanced, relevant and challenging education including an appropriate curriculum. The Proprietors seek to ensure that the culture, practice, management and deployment of resources in TILT Education are designed to meet the needs of all the pupils in TILT Education, thus affording equality of opportunity regardless of race or religion. The Proprietors will have regard to the Code of Practice when carrying out its duties towards all pupils who have Special Educational Needs.

INCLUSION STATEMENT

TILT Education is committed to fostering maximum inclusion for all pupils while meeting their individual needs. This policy affirms the entitlement of every pupil—regardless of age, gender, ethnicity, impairment, attainment, or background—to access a balanced, broadly based curriculum. Our SEND policy underscores the importance of quality-first teaching that is fully inclusive. The Proprietors, Head of Centre, and Headteacher will ensure appropriate provision is made for all pupils with SEND.

We acknowledge that pupils learn at varying rates and recognize the many factors influencing achievement, including ability, emotional state, age, and maturity. We understand that many pupils may face challenges that affect their learning during their school career, whether short- or long-term. Our aim is to promptly identify additional needs as they arise and provide teaching and learning environments that empower every pupil to achieve their full potential.

DEFINITION OF SEND

A pupil has SEND if they have a learning difficulty or disability which 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 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.

At TILT Education we make provision for pupils with needs that include:

- Social, mental and emotion health,
- Communication and interaction
- Cognition and learning
- Sensory or physical needs.

TILT Education work closely with Educational Psychologists who support us with additional special assessments if required once parental approval has been given. Should any other specialist assessments be needed other appropriate outside agencies are involved.

ROLES AND RESPONSIBILITIES

The Head of Centre/SENCo (Mr Ryan Goodwin), is responsible for:

- Overseeing the provision of the special need's programmes within TILT Education.
- The operation of TILT Educations SEND Policy, having regard to the DFE SEND Code of Practice 0-25 years (2014)
- Working with the Head of Centre / Headteacher to determine the strategic development of the SEND policy and provision in TILT Education

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Liaising with colleagues and providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Maintaining, reviewing and updating TILT Education's register of pupils with special needs.
- Being the point of contact for external agencies, especially the local authority and its support services.
- Ensuring TILT Education keeps the records of all pupils with SEND up to date.
- Advising on the graduated approach to providing SEND support.
- Ensuring TILT Education keeps the records of all pupils with SEND up to date.

Teachers are responsible for:

- The progress and development of every pupil in their class
- Planning and teaching a broad, balanced and differentiated curriculum that meets the individual needs of all children.
- Monitoring and maintaining IEPs in conjunction with the SENCo.
- Continuously assess and track pupils progress, identifying and filling any gaps.
- Liaising closely with and reporting to parents.
- Liaising with external agencies when required, in consultation with parents and the SENCo.
- Attending relevant professional development courses as required by the SENCo.
- Working 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.
- Ensuring they follow this SEND policy

Learning Support Assistants are responsible for:

- Implementing and resourcing programmes under the guidance of the teachers /SENDCo.
- Feeding back information verbally and in written form through a personal planner to teachers and SENCo.

SEND INFORMATION REPORT

The kinds of SEND that are provided for:

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

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language Difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Moderate/severe/profound and multiple learning difficulties

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Class teachers, supported by the senior leadership team, will make regular assessments of progress for all pupils. These assessments will identify any pupils who are making less than expected progress related to their age. This will include progress which is significantly slower than that of their peers, progress that fails to match or better the child's previous rate of progress, and progress that widens the attainment gap. This will then be reported to TILT Education's SENCo for further discussion and plans to close the gap in their learning.

As well as regular assessments, we identify Special Educational Needs by the following:

- Information from previous schools
- Parental views
- Entry to school testing

- Class work
- Outside assessments e.g. Educational Psychologist/Occupational Therapist/Speech and Language Therapist/CAMHs assessments
- EHCPs

Progress will be formally reported through written reports. IEPs will be discussed with parents where possible, and any changes to targets throughout each year. IEP's will be typed so that all targets are visible to show clear progress for each child.

CONSULTING AND INVOLVING PUPILS AND PARENTS

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. 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

Notes of these early discussions will be added to the pupil's record as part of the EHCNA.

We will share the IEPs and seek teacher, parent and pupil input. We will formally notify parents and local Authority Key workers of when the EHCP is to be reviewed.

ASSESSING AND REVIEWING PUPILS' 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 SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and 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 pupil'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 pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The SENDCo liaises with the class teachers at least once a term to evaluate the effectiveness of the provision.

SUPPORTING PUPILS MOVING BETWEEN PHASES

Our teachers and SENCo spend time working with parents to identify the right setting for your child. Contact is always made with the new school to ensure the transfer of information and the child's school file. Where possible a transition meeting will be held.

All pupils are invited to a number of prearranged school visits in the summer term to their new classrooms, some with parents, and where possible, to be with their new class staff.

Pupils receive a booklet before the summer break with photographs and information about their key adults and class information.

OUR APPROACH TO TEACHING PUPILS WITH SEND

The code of practice 2014 states that 'class teachers are responsible for the progress of pupils in their lessons'. They are trained to teach children with all types of additional learning requirements and are responsible for planning lessons that are accessible and differentiated for every pupil.

The following interventions are also provided:

- Pupils are placed into mixed ability teaching groups of no more than 4 pupils
- TILT Education day is shorter
- A meet and greet routine start the day for every pupil who is met at the entrance of school by staff
- Trips ensure that our pupils experience a world outside of school
- All unstructured activities are supervised with staff observing closely and co-regulating where necessary, quickly.

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, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

ADDITIONAL SUPPORT FOR LEARNING

We have small class sizes and a high number of teaching assistants who are trained to support all young people across many complex needs. This is sometimes done on a 1:1 basis when a young person has previously been out of education for over a year or more. The support is needed to build relationships and trust as well as take the transition very slowly.

EXPERTISE AND TRAINING OF STAFF

Our SENCO has a number of years' experience in this role. They are allocated time to manage SEND provision. Teaching classes are no larger than five pupils and all staff undertake specialist training. Members of staff receive regular training in mandatory areas such as safeguarding, lifting and handling, behaviour management, health and safety, and first aid. Where required, staff also access training for specific areas appropriate to the children's needs.

EVALUATING THE EFFECTIVENESS OF SEND PROVISION

Teachers are constantly monitoring and tracking the pupils' progress towards meeting their goals throughout the year. TILT Education will use observations and information gathered from the parents, the class teacher, SENCO and external agencies to build up a holistic profile of your child's individual needs. This is supported by a variety of assessments and tracking procedures. This is in line with the SEND Code of Practice 2014.

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

- Reviewing pupils' individual progress towards their EHCP outcomes each term on their Individual Education Plan (IEP)
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO

- Using evidence from EHCP reviews to inform EHCP outcomes tracker.
- Holding person-centred annual reviews for pupils with EHCPs

Our school EHCP reviews are conducted using a person-centered approach involving the young person, their family and any other professionals who support them. The young person is invited to share their views. They are also encouraged to discuss what is working well for them, any concerns they may have and longer-term aspirational goals.

The remainder of the meeting focusses on the young person's progress towards their specified EHCP outcomes and the continued appropriateness of the current outcomes and provision. Professional reports, assessments and observations are discussed.

For all young people in year 9 and above the annual review also contains information about preparation for adulthood and career aspirations. Parents/carers are given the opportunity to express their views about all aspects of the review, including their hopes and aspirations for the young person. Any amendments that may be necessary regarding identified SEND needs, outcomes met, or new provision are also clarified and agreed.

ENABLING PUPILS WITH SEND TO ENGAGE IN ACTIVITIES AVAILABLE TO THOSE IN TILT EDUCATION WHO DO NOT HAVE SEND

Pupils with SEND are included on all school trips including those that are residential. They are included in all playtimes and lunchtimes, after school clubs and all extra-curricular activities. Lessons are inclusive and adaptations to the curriculum and environment are tailored to meet individual pupil need. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The class teacher along with the SENCO and the SLT (Senior Leadership Team) will discuss your child's needs and plan appropriate support. This will be discussed with you as a parent. This is reviewed regularly and support will be allocated flexibly to meet needs and in line with resources available.

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

At TILT Education all adults within TILT Education community are responsible for the welfare of all our children. We understand the importance of a positive approach to all behaviour in a nurturing environment. This includes:

- Mutual trust and respect between all adults and children
- Personal, Social, Health Education (PSHE) curriculum in class
- Regular review of TILT Education's Behaviour Policy
- Small group sessions to discuss emotions, worries, feelings
- Class teachers adapting approaches within class to support a child's needs
- Access to a quieter environment.
- Enrichment activities
- Extra communication with Parents/ Carers through times of increased need for the child
- All staff are trained annually in safeguarding young people, this includes Child Protection, safe use of Internet/ ICT and Health and Safety. All staff understands the need for confidentiality and the systems in place for reporting disclosures.
- TILT Education follows safer recruitment procedures when employing new staff. All staff and regular visiting volunteers are screened through the National Disclosure and Barring Service (DBS) check. At TILT Education the Designated Safeguarding Leaders (DSLs) are the Head of Centre and Headteacher.

WORKING WITH OTHER AGENCIES

An admission meeting is held as a pupil joins TILT Education where parents/carers will share information about their child and family's support. Staff observations will be reported to either the Headteacher/SENCo or a member of the senior leadership team who will pass it on to the relevant body. Close communication is kept with parents or carers.

COMPLAINTS ABOUT THE SEND PROVISION

Complaints about SEND provision in our school should be made to the SENCo in the first instance. They will then be referred to TILT Education's complaints policy.

The parents of pupils 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:

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

CONTACT DETAILS FOR RAISING CONCERNS

Please contact TILT Education office to arrange to meet the Headteacher or SENCo

Contacts:

Head of Centre / SENCo	Ryan Goodwin
Headteacher	Debbie Goode

CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS OF PUPILS WITH SEN

The Local Authority SEND Support Key Worker will provide support service contacts should any parents wish to access services provided with in their own Local Authority. Parents may also request services through the annual review process. The SENCo and Headteacher are responsible for ensuring that this policy is implemented