

		Date	Review Date
Written by	Ryan Goodwin	01/09/2026	01/09/2027
Reviewed by	Debbie Goode	01/09/2026	01/09/2027

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

Keeping Children Safe in Education (KCSIE) 2026 — relevant sections on safeguarding responsibilities. This policy conforms to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and is informed by subsequent statutory updates and Department for Education guidance. It is reviewed annually, and sooner if statutory guidance changes. Amendments are recorded with the date of the change and the person responsible.

This policy links to our policies on:

- Accessibility Policy
- Safeguarding and Child protection Policy
- Behaviour for Success 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.

This policy is published on the TILT Education website and provided to parents/carers on request, free of charge, in line with Part 6 of the Education (Independent School Standards) Regulations 2014, which requires the school to make available particulars of its arrangements for pupils with education, health and care plans. It can be provided in large print, in an alternative accessible format, or translated, on request.

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, emotional and mental 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 needs programmes within TILT Education.
- The operation of TILT Education's SEND Policy, having regard to the DFE SEND Code of Practice 0-25 years (2015)
- 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.

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 Pupil Passports 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, Autism Spectrum Disorder (ASD) (including what was formerly known as Asperger's Syndrome), Speech and Language Difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- 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. Pupil Passports will be shared with relevant staff and discussed with parents where possible, including any changes to identified needs, strategies or EHCP outcomes throughout each year. Pupil Passports capture each pupil's needs, recommended strategies, and EHCP outcomes and are reviewed termly.

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 Pupil Passports with all relevant staff 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. Pupil Passports are reviewed at each annual review to ensure they reflect updated EHCP outcomes.

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.

Minimum content of a Pupil Passport

Each Pupil Passport records: the pupil's strengths and interests; identified needs and diagnoses; known triggers and effective calming strategies; medical alerts; the reasonable adjustments in place; short-term targets linked to the outcomes in the EHC plan; the named member of staff responsible; evidence of the pupil's own voice; the start date and the review date.

Pupil Passports are held on LearnTrek, accessible to staff working with that pupil on a need-to-know basis, and handled in line with the Data Protection Policy and UK GDPR. They contain special category data and are not shared outside the school without a lawful basis or parental consent, except where sharing is necessary to safeguard the pupil.

The following interventions are also provided:

- Pupils are placed into mixed ability teaching groups of no more than 5 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.

SEND training plan

All staff complete SEND awareness training at induction and refresher training at least annually, covering the graduated approach, reasonable adjustments and SEMH-specific strategies. Teaching assistants receive targeted training aligned to the interventions they deliver, at least twice a year. The SENCo maintains professional knowledge through local authority SEND networks and DfE updates.

Training needs are identified through EHC plan reviews, observation of practice, changes to the cohort and staff requests. Training is recorded centrally on the staff CPD log and its impact reviewed in the annual SEND report.

EVALUATING THE EFFECTIVENESS OF SEND PROVISION

As all pupils at TILT Education hold Education, Health and Care Plans (EHCPs), Pupil Passports serve as the school's operational SEND support documents. Each Pupil Passport captures the pupil's identified needs, recommended strategies, and EHCP outcomes, and is reviewed termly and updated following each annual review. The EHCP remains the statutory planning document; the Pupil Passport translates EHCP provision into day-to-day practice and is shared with all staff working with that pupil.

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 2015.

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

- Reviewing pupils' individual progress towards their EHCP outcomes each term through their Pupil Passport
- Reviewing the impact of interventions after 6-8 weeks

RAG-rating each pupil's progress towards their EHCP outcomes each term, recording the number of pupils on track, making partial progress, or not progressing. Given the size of the cohort, measures are expressed as pupil numbers rather than percentages.

Tracking attendance and recorded behaviour incidents alongside SEND provision, so that changes in either are considered as a possible indicator of unmet need.

Producing an annual SEND report covering pupil outcomes, deployment and effectiveness of resources, staff training undertaken, and priorities for the year ahead. Because the SENCo is also a Proprietor and Head of Centre, the report is presented to and challenged by the Headteacher (Debbie Goode) as the other Proprietor, and reviewed termly, so that oversight of SEND does not rest with a single person.

- 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 for Success 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.

- At TILT Education the Designated Safeguarding Lead (DSL) and Deputy DSL are named in the Safeguarding and Child Protection Policy, which is the definitive record of those roles.

REASONABLE ADJUSTMENTS, ACCESSIBILITY AND ACCESS ARRANGEMENTS

Reasonable adjustments are agreed with the pupil and parents/carers, recorded in the Pupil Passport, and cover the curriculum, the physical environment, equipment and staffing. Physical accessibility and access to the curriculum are addressed in more detail in the Accessibility Plan, which TILT Education maintains under Schedule 10 of the Equality Act 2010 and reviews alongside this policy.

For pupils working towards accredited qualifications, the SENCo identifies and evidences access arrangements — such as extra time, a reader, a scribe, rest breaks or a separate room — in line with awarding body and JCQ requirements, based on the pupil's normal way of working, and applies for them within the published deadlines.

SEND, BEHAVIOUR AND SAFEGUARDING

Where a pupil's behaviour may be a manifestation of their SEND or of a mental health need, staff consult the SENCo and consider whether provision, adjustments or the environment need to change, rather than treating the behaviour as a disciplinary matter alone. This is applied in line with the Behaviour for Success Policy and the Exclusion Policy, both of which require unmet SEND to be considered before any decision to exclude.

Any safeguarding concern arising in relation to a pupil with SEND is reported to the Designated Safeguarding Lead, or the Deputy DSL in their absence, without delay and in line with the Safeguarding and Child Protection Policy and KCSIE 2026. Staff are aware that pupils with SEND and communication needs may face additional barriers to disclosing.

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.

TILT Education works with the placing local authority SEND team and allocated caseworkers, educational psychologists, CAMHS, speech and language therapy, occupational therapy, health services and children's social care. Referrals are coordinated by the SENCo.

Referrals are normally made with the informed consent of the parent/carer. Where a pupil is looked after, consent is sought from the corporate parent or allocated social worker. Consent is not required for a safeguarding referral, and will not be sought where seeking it would place a child at further risk; those referrals follow the Safeguarding and Child Protection Policy and are made without delay.

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.

Complaints are then handled under the stages and timescales in the TILT Education Complaints Procedure, which meets Part 7 of the Education (Independent School Standards) Regulations 2014, including a panel stage with a member independent of the management and running of the school. This policy does not create a separate complaints route.

Parents/carers can also get free, impartial advice from Cheshire East SENDIASS, or from the equivalent service in their own local authority where the placing authority is different.

Disagreements about the content of an EHC plan, the provision named in it, or the placement, are matters for the local authority that maintains the plan and are appealed to the First-tier Tribunal (SEND) against that authority, not against the school. That is separate from the disability discrimination route set out below, which is a claim against the school.

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 within 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

GLOSSARY OF TERMS

CAMHS — Child and Adolescent Mental Health Services.

EHC plan / EHCP — Education, Health and Care plan; the statutory document maintained by a local authority setting out a pupil's special educational needs and the provision required to meet them.

EHCP outcomes — the specific outcomes a pupil is working towards, as set out in their EHC plan.

Graduated approach — the four-part cycle of assess, plan, do and review required by the SEND Code of Practice.

JCQ — Joint Council for Qualifications, which sets the rules for access arrangements in examinations.

LA — local authority; at TILT Education, the authority that has placed and funds the pupil.

LearnTrek — the school's information system, holding Pupil Passports, attendance and behaviour records.

Pupil Passport — TILT Education's operational SEND document, translating a pupil's EHC plan provision into day-to-day classroom practice, reviewed termly.

SEMH — social, emotional and mental health; the primary area of need for pupils at TILT Education.

SEND — special educational needs and disabilities.

SENCo — special educational needs co-ordinator.

SENDIASS — Special Educational Needs and Disability Information, Advice and Support Service; free and impartial, provided by each local authority.