



Special Educational Needs (SEND) Policy

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1. Introduction

ARTS Education is committed to providing high-quality education and holistic support for all students, specifically those with Special Educational Needs and Disabilities (SEND). This policy outlines our principles, procedures and responsibilities for identifying, assessing and supporting students with SEND within our school community. In light of the changing landscape for SEND provision, as set out in the Every Child Achieving and Thriving White Paper, this policy details the current position for the students and families at ARTS Education but it also recognises the flexibility these changes require.

2. Scope and Purpose

ARTS Education has high expectations and aspirations for all students. They are encouraged to overcome their barriers to learning and social interaction so that they achieve academically, have confidence and know they can go on to make a valuable contribution to society.

3. Definitions

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or;
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(Children and Families Act 2014)

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their:

- behaviour or ability to socialise, for example struggling to make friends.
- reading and writing, for example because they have dyslexia.
- ability to understand things.
- concentration levels, for example because they have ADHD.
- physical ability.

(Children with special educational needs and disabilities (SEND) DfE)

This policy 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 students 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 (SENDCOs) and the SEN information report.
- Working Together to Safeguard Children (2013).
- Supporting students at school with medical conditions (2015).
- Every Child Achieving and Thriving White Paper (2026).
- Children's Wellbeing and Schools Bill (2026).

4. Areas of special educational need

ARTS Education caters for students with SEND. The needs of the students fall under the following headings:

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

5. Admissions

All students at ARTS Education have an EHCP and come from a range of Local Authorities that support and make provision for all our students with SEND. All referrals are made from the prospective student's local authority and goes through the school's admission procedures.

6. Roles and responsibilities

Governors

All governors have a knowledge and understanding of SEND. There is an identified SEND link Governor. The governing body will:

- Monitor the quality and effectiveness of SEN and disability provision within the school.
- Work with the Headteacher and staff to determine the strategic development of the provision in the school.

The Headteacher, with support of the Deputy Headteacher and SENDCo

- Provides an induction programme for all new staff including an understanding of and possible strategies to support students with SEND.
- Ensures that all staff are aware of the student needs and how to support them.
- As part of the performance management cycle, monitor the quality of teaching across the school.
- Provides regular training opportunities for existing staff to develop their skills in supporting students with SEND.

SENDCo

The SENDCo ensures that every pupil's **EHCP is effectively delivered**, regularly reviewed, and meaningfully improves outcomes - academically, socially, and emotionally.

- Ensures that teachers understand the strategies to identify and support students.
- Support teaching staff to adapt teaching to address EHCP/Evidence of Learning outcomes.
- Monitor whether provision matches what is specified in the EHCP.
- Track progress against EHCP outcomes, including the use of Evidence of Learning data.
- Lead the annual review process for every student.
- Coordinate input from:
 - Teachers
 - Support staff
 - External professionals.
- Ensure reports meet requirements set by Department for Education guidance.
- Submit accurate documentation to the Local Authority within deadlines.
- Evaluate effectiveness of interventions and therapies, identifying progress and areas for development.
- Work with the Senior Leadership Team (SLT) to adjust provision where progress is limited.
- Work closely with the Designated Safeguarding Lead (DSL), Attendance Champion and Behaviour Lead.
- Review EHCPs for prospective pupils to ensure the school can meet need.
- Support transitions:
 - Into school
 - To post-16 or adult provision.

- Build strong, transparent relationships with families to help parents understand provision and progress.
- Manage expectations and sometimes resolve disagreements about provision.

Subject teachers

All subject teachers at ARTS Education are responsible for ensuring the needs of the students within their class are supported and providing an initial contact with parents to discuss any academic concerns. This element of their work is overseen and supported by the SENDCo and Curriculum Lead, who identify staff training needs, monitor provision to meet individual student identified needs and provide a key link between school, home, local authority and a wide variety of outside agencies.

- Have high expectations for every student.
- Assess students and use assessment and attainment information to ensure students are progressing and that aspirational targets are set.
- Develop strategies and resources within their subject area to overcome barriers to learning.
- Work hard to provide high quality lessons that motivate students, build their self-esteem and re-engage them in learning.

7. Partnerships

Parents

Partnership with parents/carers plays a key role in enabling young people to achieve their potential. The school recognises that parents and carers have valuable experience and knowledge about their child and thus should play an active role in their children's education. ARTS Education makes parents/carers welcome and scheduled reviews with the SENDCo are built in to the school calendar three times per year.

Outside agencies

ARTS Education works with a range of services across local authorities who:

- Provide advice and support on a 1:1 basis as needed.
- Work with identified groups of students e.g. to support curriculum.
- Provide training for staff to support effectively meeting students' needs.
- Enable students to access additional support/provision.

8. Meeting needs

To ensure students with SEND needs are met we:

- Personalise their provision to ensure it takes into account their needs fully and encourages positive participation in education.
- Complete baseline assessments that acknowledge their previous education experiences and their EHCP, ensuring all staff are aware of this information and use it to inform their planning.
- Assess each student's current skills and levels of attainment on entry (baseline).
- Provide extra support to students falling behind or making inadequate progress given their age and starting point.
- Assess (and refer for external assessment as required) whether a student has an emerging learning difficulty where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness.
- Review their EHCP within legal timeframes to ensure they are up to date and reflect student's needs accurately at all times.
- Organise access arrangements for all exams where required.

9. SEND Support

Interventions are implemented through a graduated response where a student:

- Has specific intervention identified in their EHCP which are not being met through the specialist provision offered at ARTS.
- Makes little or no progress despite high quality teaching.
- Has a specific difficulty with literacy or mathematical skills.
- Regularly presents social, emotional or behavioural difficulties despite application of the school's Code of Conduct.
- Has sensory or physical problems which are not managed within class resources and expertise.
- Has communication and social or interaction difficulties.

In-school interventions

Students not making expected progress academically or socially, based on ARTS Education baseline and projections, access targeted 1:1 or small group support delivered by ARTS Education staff, to address difficulties. These are kept under review to measure their success.

Key in-house interventions are :

Reintegration Support: Where students have been out of a formal education environment for a long time we work with them at home to build trusting relationships, improve their self-esteem and get them ready for transition to our school environment.

Transition Support: This is a base for planned interventions or rapid response to support effective and sustained transition into learning. Individual students attend sessions, to encourage calm and effective engagement with the school environment and where appropriate, with the curriculum.

Academic Intervention Support Based: Identified individual students or small groups attend academic support sessions targeted at areas of learning which may benefit from additional specialist teacher support.

Wellbeing Intervention: Individual students, identified through SDQ and/or pastoral check-ins and/or emerging behaviours work in small groups to address specific areas of social and emotional development eg. self-esteem.

Speech, Language and Social Communication Interventions: Identified students access support from external agencies or through internal sessions.

Sensory Integration Development: Identified individual students or small groups access therapeutic interventions, as advised by OT, physiotherapy etc, to enable them to both access the learning environment and manage their anxiety.

If needs are still not being met, senior leaders speak to parents about seeking advice from external support services, if a student:

- Continues to make little or no progress in specific areas over a significant period.
- Has emotional or behavioural difficulties, which substantially and regularly interfere with the student's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, requiring specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty, which impedes the development of social relationships and causes significant barriers to learning.

10. Facilities

ARTS Education is often tasked with engaging the exceptionally hard to reach and will always seek to place a student in an environment conducive to their re-engagement in learning.

11. Reviewing an EHC plan

ARTS Education:

- Ensures an Annual Review meeting takes place according to legal timeframes.
- Ensures parents/carers, students and others are offered the opportunity to provide information and participate in the Annual Review meeting.
- Works closely with the schools Education Officer/SEND Caseworker, assigned by the Local Authority.
- Ensures students receive independent careers advice from year 8 onwards. This advice is part of the Annual Review process from Year 9 onwards.

12. Local Offer

In September 2014 the government made a lot of changes to the way that children and young people aged 0 to 25, with Special Educational Needs and Disabilities (or SEND for short) are supported. This included making Local Authorities produce a 'Local Offer'. The Local Offer brings together useful information across education, health and social care within one website where you can find information, advice and guidance and a range of provider services listed who support children and young people with SEND.

The links for the local offers for local authorities we work with are set out below:

<https://new.sthelens.gov.uk/SEND>

<https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?localofferchannel=0>

<https://www.knowsleyinfo.co.uk/knowsley-local-offer-send>

<https://www.seftondirectory.com/kb5/sefton/directory/localoffer.page?localofferchannel=0>

<https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Local-Offer/index.aspx>

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

12. Feedback

ARTS Education welcomes feedback regarding any aspect of our SEND provision and this policy. Students, families/carers, and staff can raise queries or make suggestions through established channels outlined in the school's policies.

13. Monitoring and Evaluation

We review the effectiveness of our policy and practices yearly through student feedback, parent feedback and staff reflection.

This policy will be subject to updates and amendments as great details are released surrounding the 'Every Child Achieving and Thriving' White Paper and the 'Children's Wellbeing and Schools Bill'.

14. Conclusion

ARTS Education's SEND policy represents a commitment to inclusivity and excellence in education. We believe that every student with SEND, regardless of their needs, deserves the opportunity to learn, grow and thrive within a nurturing and supportive environment.

This policy serves as a roadmap for achieving this vision, outlining a framework for proactive identification, comprehensive assessment and effective tailored support. We recognise that the journey towards true inclusivity is continuous and we are committed to ongoing monitoring, evaluation and improvement of our SEND provision.

With the dedication of our staff, the collaboration of families and external agencies and the unwavering spirit of our students, we believe we can create a school environment where every individual feels valued, respected and empowered to reach their full potential.