

Special Educational Needs and Disabilities (SEND) - England

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Policy Approver	Jo Dunn, Compliance, Regulation and Quality Director
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Policy Level	Education
Staff groups affected	Education

Monitoring and Review

This policy will be monitored on an ongoing basis through the service's established governance and quality assurance systems. Responsibility for ensuring that the policy remains compliant with legislation and regulatory frameworks sits with the Proprietor Representative and Regional Lead.

A formal review of this policy will be undertaken no later than three years from the date of approval, or sooner if changes in legislation, regulatory guidance, or operational requirements necessitate it.

The Head of Policy will support this process by identifying relevant changes in legislation, regulation, national standards and emerging best practice. The Head of Policy will also incorporate learning from inspections, audits and practice developments into future revisions whilst overseeing all proposed amendments to the universal content to ensure accuracy, consistency and compliance.



Andrew Sutherland
Representative, Proprietor- Cambian Group
February 2026



Sean Di Sora
Headteacher
February 2026

Terminology

Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

Term	Definition
'Establishment' or 'Site'	A generic term referring to the school owned by CareTech.
Learner	Any child or young person under the age of 18, or young adult over 18 who receives education.
Service Head	The senior person with overall responsibility for the school/college.
Tutor/Teacher	Members of staff who have teaching responsibility for learners at the school/college.
Parent/Carer	Parent or person with parental responsibility.
Regulatory Authority	The independent regulatory body responsible for inspecting and regulating services (e.g., Ofsted, Estyn, Education Scotland).
Social Worker	The worker allocated to the individual learner; if none is allocated, the Duty Social Worker or Team Manager is responsible.
Placing Authority	The local authority/agency responsible for placing the learner or commissioning the service.
Local Authority	The local authority for the establishment's location.
Staff	All staff working at the location, including employed staff, students on placement, contractors, agency staff, volunteers and proprietors.

1. Local School Profile

Linton School is an independent special school who caters for children and young people with social, emotional and mental health needs.

We are located in Freckleton, near Preston, and therefore benefit from some amazing outdoor space where we develop an extensive outdoor curriculum which includes farming, equestrian, horticulture and small animal care. The school provides full time education for up to 12 male or female students aged between 8 - 18 years old. Linton School aims to nurture pupils by offering quality learning experiences so that they can be the best they can be. Pupils are given the opportunity to learn and develop in a supportive and creative environment, ensuring that they feel safe and happy to progress and achieve.

2. Purpose

This policy applies to **Linton School** and sets out the organisational standards for the safe, compliant and responsible identification of, and support for, learners with Special Educational Needs and Disabilities.

It provides a universal framework and outlines the expectations that apply to:

- Staff
- Senior leaders
- Learners
- Visitors and contractors (where relevant)

This policy enables **Linton School** to meet statutory duties, uphold safeguarding responsibilities, comply with data protection requirements, and maintain high-quality provision.

2. Scope

This organisational policy applies across all education sites, services and functions. It establishes the universal standards and expectations that must be followed consistently throughout the organisation.

Each site implements these standards in accordance with the statutory and regulatory requirements of the nation in which it operates as set out in **Appendix A**.

3. Legal and Regulatory Context (Universal)

Linton School is governed by the statutory duties, safeguarding requirements and inspection arrangements of the nation in which it operates. The universal standards in this policy are implemented in line with the correct national frameworks set out in **Appendices A**, which summarise the legal, regulatory and inspection requirements for England.

4. SEND Policy



Our school identifies and supports learners with Special Educational Needs and Disabilities at the earliest opportunity so they can access a broad and balanced curriculum across all sites. We take a whole-organisation approach: all members of the staff team / education team / multi-agency team recognise needs, adapt teaching and assessments, and plan to remove barriers in advance. Teachers/tutors set high expectations for every learner, use appropriate assessments (for example GL or BKSB where used) to establish baselines and ambitious targets, and plan lessons that anticipate and address potential areas of difficulty. We are an inclusive school: learners who join us are offered appropriate support and reasonable adjustments to enable effective access and progress.

We work in partnership with parents/carers, social workers (where relevant) and learners themselves. Early identification and timely intervention improve long-term outcomes. High-quality teaching is the foundation of effective SEND support, and the quality of teaching and the progress of learners with SEND are core to performance management and professional development.

The school will offer an outstanding education to school aged children with Social, Emotional and Mental Health (SEMH) difficulties working in partnership with other services and drawing upon the expertise, aspirations and infrastructure of Linton School. In order to achieve this aim, the school will offer pupils a personalised learning programme addressing and removing barriers to individual progression.

The curriculum will be designed to meet the broad needs of the school's pupil population, recognising the range of pupils' abilities and their additional needs. All pupils will be valued equally regardless of gender, race, ability or disability whilst having due regard for inclusion. We will provide a broad and balanced curriculum for all pupils building on pupils' strengths and needs which will be broad and diverse. Strategies will be employed to take account of each individual pupils' style and pace of learning. All pupils will participate effectively in learning and assessment activities by the removal of barriers to learning.

The objectives of our provision for our pupils, all of whom have SEND are:

- to ensure that all pupils, receive appropriate educational provision, therapeutic input and pastoral support to achieve outstanding outcomes and make outstanding progress
- to provide for the learning, physical, social and care needs of all pupils in a supportive environment
- to encourage pupils to develop independence and seek to avoid an over-reliance on adults to ensure that they have access to a broad, balanced and relevant curriculum which is differentiated to meet their needs and allows them to have access to the same opportunities as all
- to ensure that reasonable adjustments are made to curriculum delivery, equipment and premises to make them generally more accessible to disabled pupils
- to ensure ongoing, effective monitoring and assessment procedures are implemented, in conjunction with other agencies and organisations where appropriate
- to ensure that resources available to the school are allocated and used efficiently, effectively, and equitably (including teaching and support staff, within and outside the school)
- to work actively in partnership with school staff, children, parents/carers and other agencies.

5. Definition and identification

A learner has SEND where a learning difficulty or disability calls for provision that is additional to or different from that generally available to peers of the same age. Indicators include significantly slower progress from the same baseline, failure to sustain/improve previous rates of progress, widening attainment gaps, or social/emotional needs that impede learning. Identification may arise through transition information, teacher/tutor observation, progress data, external professional advice, or concerns raised by the learner or parents/carers.

We distinguish language acquisition from SEND For England and Wales we refer to English as an Additional Language (EAL); so the policy uses EAL consistently. We remain alert to other events (e.g., bereavement or bullying) which affect wellbeing and achievement; these do not automatically constitute SEND but may require support.

Planning considers the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory/Physical. To reflect national usage, we write SEMH (England & Wales) and recognise that individual profiles vary, may cross areas, and change over time. Specific profiles such as SLCN, Autism/ASC, dyslexia, dyscalculia and dyspraxia are supported through targeted, evidence-based approaches.

6. Admissions

We welcome learners with additional needs and apply our duties not to discriminate and to make reasonable adjustments. Baseline assessment appropriate to phase/FE

(for example English, maths, cognition/aptitude) is undertaken on entry. Where needs are known, families share relevant reports at enquiry/admissions; the SENDCo may meet the learner and parents/carers/social worker. Learners are admitted where appropriate support and reasonable adjustments can be provided.

England: EHC plan naming/consultation duties apply, with annual review where criteria are met.

7. Roles and responsibilities

- **The Headteacher** ensures strategic oversight, compliance and appropriate resourcing.
- **The SENDCo** provides strategic and operational leadership for SEND, coordinates the graduated response, maintains accurate records and registers (including EAL where relevant), advises staff, liaises with external specialists, leads training, and quality-assures impact. The current post-holder is Andy Cavill.
- **Teachers/tutors** are responsible for the progress and development of learners they teach, integrate targeted support into classroom practice, and collaborate with support staff and specialists.

For support roles we use Teaching Assistants to deliver in-class support and time-limited interventions aligned to agreed outcomes; daily debriefs and weekly planning ensure support links to the taught curriculum.

8. Graduated response (Assess–Plan–Do–Review)

As a special school, all pupils are admitted with an EHCP having undergone a full assessment based on the Code of Practice assessment process. This initial assessment will then be built on in order to identify and meet any further SEND which pupils may have and not as yet been identified. All pupils at the school will therefore be subject to our assessment, planning, recording, and reporting procedures. We believe that the main purpose of assessment is to improve pupils' attainment by gaining and recording accurate information on the development, achievement and progress of our pupils. Assessment is a continuous process throughout the pupils' school life and is used to inform the planning of learning objectives. We also aim to involve pupils fully in reflection, review and target setting.

Upon entry to the school, initial learning targets are planned by teaching staff. These will be derived from the pupil's EHCP and may also be based on any previous school's Individual Education Plan (IEP). Each new pupil will have a written IEP based on the main education and development objectives set out in the EHCP and copies will be sent to parents/carers termly. The IEP is then evaluated and amended as part of the annual review procedure. The staff use the IEP to plan learning objectives on a termly basis. Parents/carers are encouraged to take an active role in the annual review process and the overall planning and reviews of IEPs.



Therefore, we will implement a graduated approach to meeting the needs of all our pupils with SEND. This will be an integral aspect of the high-quality teaching which will be commonplace throughout the school, differentiated for individual pupils. We will not take the view that additional intervention and support can compensate for a lack of outstanding teaching.

As noted above, such an approach will commence with a consideration of the details as set out in the pupil's EHCP. This overall approach will take the form of a four-part cycle: Assess, Plan, Do, and Review through which earlier decisions and actions are revisited, refined and revised to develop a growing understanding of the pupil's needs and of what supports the pupil in making at least good progress and securing at least good outcomes. This cycle draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to pupils' SEND. Such an approach will be inherent in all that we do and is emblematic of the work of all professionals in special schools.

We follow an evidence-based cycle.

Assess. Teachers/instructors and the SENDCo build a rounded understanding of need using assessment information, progress data, observation, screening tools (e.g., GL/BKSB where used), learner views, parent/carer input and specialist advice where required. We consider reasonable adjustments (Equality Act) and, for EAL learners, the interaction between language acquisition and potential SEND.

Plan. Needs, outcomes, strategies, interventions and review dates are co-produced with the learner and parents/carers, recorded on our information system and shared with relevant staff. Provision is selected on the basis of the best available evidence and staff competence.

Do. Teachers/instructors retain accountability for progress, integrate targeted interventions with classroom learning, and coordinate with support staff and specialists. The SENDCo supports problem-solving, fidelity and further assessment where needed.

Review. Impact is evaluated with the learner and parents/carers; provision is refined or escalated as appropriate. Where a learner has a plan we meet statutory timelines: EHC plan (England) at least annually.



SEND intervention

Assess, plan, do review flow chart.

Initial assessments carried out with student.

NGST
NGRT
BKSB



If the student has a lower SAS than 85.



SENDCO to carry out observation in class on main area of need.



Discussion with SLT to discuss possible intervention needs
Intervention put into place for initial half a term.



Report started with main area of need and plan for the initial intervention.



SENDCo to Assess, plan, do, review.



SENDCo to meet at the end of each term with the Head teacher to discuss review of intervention complete individual report.



Does an EHCP need initiating?



Yes



Most probably



No

SENDco to meet
with LA and Head
appoint EP for
assessment.

Another cycle of
APDR

To continue with
Interventions.



Meeting with staff team to hand over intervention.



Plan in place for SENDCo to meet half termly with staff completing intervention, to update report and continue with assessments and feedback.

9. Statutory plans and external specialists

Where assessment indicates the need for statutory planning, we work with the pupil's local authority on EHC plan processes and deliver all specified provision, making reasonable adjustments. Where progress remains limited despite well-matched support, we involve appropriate specialists (for example educational psychology, SaLT, OT, medical or therapeutic services), record decisions and actions, and share them with parents/carers and relevant staff. Information on services and access routes is provided via the Local Offer (England).

10. Curriculum access, timetabling and provision mapping

All learners are entitled to a broad and balanced curriculum. Teachers/instructors set high expectations, adapt teaching and assessment, and use small-steps approaches through individual plans where helpful. Classroom inclusion is the default; withdrawal is used only when it is demonstrably the most effective, time-limited route to agreed outcomes, and loss of core learning is avoided wherever possible. In some circumstances, adjustments may be considered where this is in the learner's best interests and aligned to agreed outcomes.

We maintain a termly provision map that captures targeted interventions and reasonable adjustments across sites, and we monitor effectiveness so provision remains purposeful. Learners' targets are **SMARTER**—Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated and Reviewed—co-produced with learners, school staff and in some cases parents/carers, integrated with assessment/recording systems, and shared with relevant staff. We avoid common pitfalls (imprecise wording, unclear ownership, lack of learner voice, weak linkage to assessment) and build on strengths (secure knowledge of the learner, strengths/interests, realistic timeframes, resourcing, and parent/carer involvement).

11. Data, records and information sharing

We maintain accurate, current records of needs, provision, outcomes and impact, and can evidence progress and effectiveness during inspection (Ofsted). We share information with parents/carers in accessible formats (for example plan trackers aligned to EHC plan objectives) and retain robust evidence of support over time. All data processing complies with the UK GDPR and Data Protection Act 2018. For LAC we have termly PEP meetings to monitor the pupils progress within education and SEND.

12. More able learners and SEMH

Exceptionally able learners are supported through differentiation, enrichment, stretch and, where appropriate, specialist programmes. SEMH needs are supported through effective pastoral systems, targeted interventions and multi-agency collaboration, alongside reasonable adjustments to sustain engagement and wellbeing.

13. Partnership with parents/carers and learner voice

Parents/carers are partners in decision-making. We meet/speak regularly—ordinarily at least three times per year or in line with plan cycles—to set outcomes, review progress and agree responsibilities. Meetings are led by a teacher who knows the learner well (for example class teacher or form tutor), supported by the SENDCo. Learners contribute their views directly or through structured preparation. Records of decisions, actions and support are kept and shared with staff and parents/carers, and our management information system is updated accordingly.

14. Complaints, appeals and governance

Concerns should be raised with the teacher or the SENDCo in the first instance. Formal complaints follow the Complaints Policy. Statutory appeal routes apply for plans: England—Special Educational Needs and Disability Tribunal. Leaders review identification patterns, progress data and provision quality (including comparisons to national trends) to strengthen practice. The Headteacher reviews this policy at least annually, or sooner if statutory guidance changes.

15. Equality, accessibility and continuous improvement

We comply with the Equality Act 2010, make reasonable adjustments (including auxiliary aids and services), and maintain an Accessibility Plan and Single Equality Policy. We plan proactively to remove barriers so learners with SEND can participate fully, achieve their best and make a successful transition to adulthood—whether into employment, further or higher education or training. A site-specific Assess–Plan–Do–Review flowchart is maintained locally and inserted where required.

Equality Impact Statement

This policy has been developed to promote equality, safeguard individual's rights, and ensure fair and inclusive practice across all services. The potential impact of the policy on children, young people, young adults, families, and staff with protected characteristics has been considered in line with the Equality Act 2010.

No negative impacts have been identified. Staff must apply this policy with sensitivity to individual need and make reasonable adjustments to ensure equitable access, safety, wellbeing, and participation for every individual. Any emerging risks of differential impact should be reported and addressed through ongoing review and quality assurance.

Appendices

Appendix A – Legal and Regulatory Framework in England

Appendix A — England

England's SEND framework is grounded in statutory duties, government regulation and Ofsted inspection expectations.

1. Children and Families Act 2014 (Part 3 — SEND)

What this means:

- This Act is the legal foundation for SEND in England, establishing the duties around Education, Health and Care Plans (EHCPs), local authority responsibilities, and rights for children and young adults up to age 25.

What this requires:

- Sites must identify SEN, arrange appropriate provision, participate in multi-agency working, and adhere to statutory timelines and processes for EHC assessments and plans.
- **Link:** Children and Families Act 2014
<https://www.legislation.gov.uk/ukpga/2014/6/contents>

2. SEND Regulations 2014 (Special Educational Needs and Disability Regulations 2014)

What this means:

- These regulations outline the statutory processes for EHC needs assessments, EHC plans, consultation duties, reviews, transfers, and the provision of advice and information.

What this requires:

- Clear, timely SEND procedures; compliance with EHC assessment and review duties; and coordinated information gathering across education, health and care.
- **Link:** Special Educational Needs and Disability Regulations 2014
<https://www.legislation.gov.uk/uksi/2014/1530/contents>

3. Equality Act 2010 (Education Duties)

What this means:

- Sites must eliminate discrimination, advance equality and foster good relations for disabled learners. SEND provision supports these duties by ensuring reasonable adjustments, inclusion and accessibility.

What this requires:

- Inclusive, accessible SEND practice; anticipatory adjustments; and curriculum adaptations for diverse needs, including in FE.



- **Active link:** Equality Act 2010 — Education Guidance
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

4. Ofsted — Education Inspection Framework (EIF)

What this means:

- Ofsted evaluates curriculum quality, inclusion, personal development, behaviour and safeguarding. SEND provision directly affects the Quality of Education and Personal Development judgements.

What this requires:

- A coherent SEND-inclusive curriculum; evidence of adaptations; effective support for learners with SEND; and strong safeguarding culture.
- **Active link:** Education Inspection Framework (Ofsted)
<https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-use-from-november-2025>

5. Safeguarding — Keeping Children Safe in Education (KCSIE)

What this means:

National safeguarding expectations require education settings to support learners' understanding of safety, risk and help-seeking, with SEND learners recognised as potentially more vulnerable.

What this requires:

- SEND-inclusive safeguarding education; risk awareness; digital resilience; clear information on reporting, boundaries and protective behaviours.
- **Active link:** Keeping Children Safe in Education (KCSIE)
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>