MOSAIC LEARNING TRUST
Raising Aspirations, Empowering Futures

SEND POLICY 2026-2027

SOUTHLANDS HIGH SCHOOL
Endeavour for Excellence

Reviewed by:	Local Governing Body
Policy owner:	Deputy Headteacher
Date adopted:	N/A
Last reviewed:	September 2026
Next review due:	September 2027
Displayed:	School Website

Document History

Date reviewed:	Comments:
April 2025	Brand Update.
July 2025	No changes made.
September 2026	Changes to reflect internal processes.

Contents

1. Introduction 3

2. Vision For True Inclusion: 3

3. Aims: 3

4. Definitions: 3

5. Purpose Of The Policy: 4

6. The Role Of Staff In Supporting Learners With Send: 4

7. Identification Of Send And Approach To Supporting Students 6

8. Sen Support 7

9. Rationalising Intervention: 8

10. Challenging Behaviour And Send 8

1. Introduction

This policy should be read in conjunction with the 2014 Pupil and Families Act and the Special Educational Needs and Disability Code of Practice 0 to 25 years, and the 2022 SEND Review: Right Support, Right Place, Right Time, Equality Act 2010. This policy should also be read in conjunction with the policies below and the SEND information report:

- Admissions Policy
- Equality Policy
- Anti-Bullying Policy
- Behaviour Policy
- Child Protection & Safeguarding Policy
- Medical Policy
- Accessibility Policy

2. Vision for True Inclusion:

Southlands High School staff have unwaveringly high expectations of all students without exception and foster a culture, a way of working, and a climate that is truly inclusive.

At Southlands we recognise that students with SEND - often those with the biggest barriers to learning - need the *highest quality* input from great teachers who know them as individuals.

At Southlands we believe that *any* student may require support at *any* time and that this is True Inclusion.

3. Aims:

- To establish a shared vision and understanding of True Inclusion at Southlands.
- To set out the roles of teaching staff and the support given to support all students with SEND.
- To outline how we build an ongoing, holistic understanding of our students and their needs in a meaningful manner and disseminate this information in the most effective way to support our students.
- To outline how we ensure all students, including those with SEND, have access to high-quality teaching and provision within school.
- To outline how we ensure that student needs are identified early using the Code of Practice Framework.
- To rationalise the use of intervention and extraction from lesson including the deployment of LSAs in the classroom.
- To outline a co-collaborative process between education, parents, children, health and social care services to provide support.

In the spirit of 'True Inclusion', SEND provision will be a focus in all whole-school QA processes from the outset. Both qualitative (student voice, work scrutiny, staff voice etc.) and quantitative (exclusion and behaviour data, academic data etc.) will be used to continuously monitor and evaluate our organisation and used to ensure that we continuously refine our provision to meet the needs of our students.

4. Definitions:

For this policy, a student is defined as having SEND if they have a:

- Significantly greater difficulty in learning than the majority of students of the same age that requires them to access provision that is different from or in addition to that which is normally available to peers of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream schools or mainstream post-16 institutions.
- A child may be disabled without SEN, have SEN without being disabled, or both.

- Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

Special educational provision is provision additional to or different from that generally made for peers.

The SEND Code of Practice outlines four areas of need:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health;
- and sensory and/or physical needs

SHS provision is based on the whole child and identified barriers, not diagnosis or a single category.

5. Purpose of the Policy:

Nationally, students with SEND perform significantly worse than their peers without SEND, attend school less regularly, and are disproportionately represented in school suspension and PA data. Our vision is that all students regardless of their starting points achieve well academically and thrive personally in order to fully prepare them for life beyond school. In order to ensure this, it is important to recognise what less effective SEND provision looks like:

- Segregation of students with SEND through Modified Curriculum
- A narrowing of the curriculum offer due to withdrawal from lessons for interventions with poor accountability measures.
- A lack of focus on high-quality teaching for *all* students.

In order to make sure that our practice is the most effective that it can be, we have established the following core values:

Students with SEND are everyone's responsibility. SEND is not a definition for a student rather, it is a way in which we can fully understand and meet their needs. We recognise that at any point in a student's educational journey, they may require support that is additional to and different from the universal offer. We commit ourselves to ensuring that support is given to students in a timely and meaningful way, regardless of whether or not a student has an EHCP. All students should have access to an educational environment where they can thrive and fulfil their potential. We know that students with SEND often face the biggest barriers to learning. These students have the right to the highest quality input from the school to ensure their success. The Southlands High School SEND Policy is designed to outline our vision for students with SEND; how they are supported to participate fully in school life through the collective and deliberate action of all staff; how the school's systems and procedures support our SEND students through high expectations; how we work collaboratively with parents, carers, across pastoral/academic, and with external agencies. This policy should be read in line with our SEND information report which outlines in detail the full offer at Southlands.

6. The Role of Staff in Supporting Learners with Send:

"Ensure all pupils have access to high-quality teaching. To a great extent, good teaching for pupils with SEND is good teaching for all." (EEF, Special Educational Needs in Mainstream Schools).

6.1. The SENDCo

The SENDCo will:

- Work with the Headteacher and relevant staff to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEN and disabilities, including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN and disabilities receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Ensure the school keeps the records of all students with SEN and disabilities up to date (in line with GDPR).
- In order to do this effectively, the SENDco will:
    - Achieve the NASENco award.
    - Attend SENDco networks.
    - Obtain training where appropriate on request

6.2. Classroom Teachers

"Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess" (SEN in Mainstream Schools - EEF).

At Southlands our teaching is underpinned by the following core principles:

- Students with SEND should be taught a full curriculum (in line with the National Curriculum) with access to the full breadth of subjects.
- The curriculum content should not be diluted for any student and they are taught towards the same curriculum goals as their peers.
- Students with SEND require the highest quality input from expert teachers as we acknowledge that the barriers to learning for these students are often more acute.
- Teachers are responsible for the learning and progress of all within their classes, including students with SEND.
- Good teaching for students with SEND is good teaching for all.

The curriculum and its delivery is fundamental to the success of all students within the classroom and beyond. Classroom teachers within Southlands will be responsible for:

- Planning the delivery of the curriculum with the view to support the students with the greatest barriers to learning from the outset.
- Setting high expectations for every student with the aim of teaching them the full curriculum whatever their prior attainment. All students are taught towards the same curriculum goals.
- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Being aware of the needs and support provided to any students with SEND they are working with including their pupil passports.
- Adapt teaching in line with needs identified and strategies on pupil passports.
- Working to form meaningful and productive relationships with all students.
- Working collaboratively with any additional support staff that are assigned to their curriculum areas.

In order to undertake these responsibilities effectively, all teaching staff will:

- Have access to a high-quality CPD offer ran within school and across the trust.
- Have access to resources from the Behaviour Hub Institute via the Behaviour Blueprint
- Have access the SENDCo to seek individualised expertise and support

6.3. Learning Support Staff

At Southlands, all staff are responsible for all students. By professionalising the role of Learning Support Staff, a collaborative process whereby teaching staff and LSAs work together has been developed.

Whilst there may be key individuals, possibly with EHCPs, who require high levels of individualised support, both learning support staff and teaching staff are within a lesson to maximise academic progress for all students and enable independence.

Learning support staff are allocated to lessons based upon a number of variables including:

- Statutory legal requirement.
- Learning behaviours for specific groups of students.
- The number of students with complex need.
- The number of students with significant cognition and learning needs that result in them not being able to access the universal curriculum offer despite adaptations having already been made.

In order to this effectively, all Learning Support Staff will:

- Have access to a high-quality CPD offer ran within school and across the trust.
- Have access to resources from the Behaviour Hub Institute.
- Have a specialist curricular area or SEND need and become an expert in their areas.
- Have the opportunity to work with external agencies to further their development.
- Have the opportunity to request self-directed CPD in an area of their interest.
- Have access the SENDCo to seek individualised expertise and support.

6.4. Governing Body

The governors are regularly informed of the implementation of this policy through the Local Governing Body. Governors play a major part in school self-review and have established mechanisms to ensure that they are fully informed about all aspects of school. In relation to SEND, the governing body make sure that:

- They are fully involved in developing and monitoring the school's SEND policy;
- All governors, especially any SEND Governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Improvement Plan.
- The quality of SEND provision is continually monitored.

7. Identification of Send and Approach to Supporting Students

Timely identification is essential in ensuring that a student meets their full potential. Emerging Concerns are recorded on the SEND areas of CPOMS when a teacher or other member of staff has a concern about a student which is related to their needs in the classroom. In the first instance the member of staff will discuss their concerns with their HOF, and if available, the LSA attached to the curriculum area. This is a teaching and learning discussion in which staff members draw on their expertise as classroom practitioners to determine to what extent the classroom teacher can support the student further in their learning. This may be though observations, peer observations, observing the student in other lessons, discussions around QF teaching strategies etc. After an initial discussion, good practice would be to collaborate on a strategic teaching and learning plan. Once implemented, close monitoring of how the strategy impacts the learning of the student is important this will form evidence to help to modify or tailor the strategy further, or become pivotal in improving the learning of this student across the curriculum.

- Discuss with HOF the needs of the student.
- Quality first inclusive adaptive teaching strategy (half term).

- If the strategies put in place have made no impact on the students' learning, staff fill in the Needs concern on the staff shared area and send to FMC.
- SENDCo will arrange for a diagnostic assessment in the area of need if deemed necessary/ classroom observations.
- Use of the VI to review all information we have on the student to determine what needs might be if not SEND or compounded by other factors such as trauma
- The SENDCo will QA the information and either escalate to specialist support og give advice to the classroom teacher for targeted support – if support is to be different from the Ordinarily Available Provision
- Decision made by SENDCo and parents through a parental discussion about whether child needs to be placed on the SEND register (see below 'SEN Support')
- Parents informed and a meeting takes place discussing the student and how the school can support them further.
- Creation of Learning plan and passport.
- Possible further intervention.

8. SEN Support

SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach.

8.1. Assess

In identifying the nature of the needs of a student, the class or subject teacher, working with the SENDCo, will carry out a clear analysis of the student's needs. We will take into account the views and experience of parents, the student's own views and, if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need. In some cases, outside professionals from health or social care may already be involved with the student. These professionals should liaise with the school to help inform the assessments.

8.2. Plan

Where it is decided to provide a student with SEND support, the parents will be notified, although parents will have already been involved in forming the assessment of needs as outlined above.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be selected to meet the outcomes identified for the student. This will be recorded on the 'Learning Plan and Student Passport' document, which enables the information to be shared with relevant stakeholders.

8.3. Do

The SENDCo or subject teachers should remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student (Refer to "Rationalising Intervention"). Southlands firmly believes that the majority of students can learn successfully within the classroom when the correct support is put in place for them.

Staff/ the SENDCo should work closely with any LSAs or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class or subject teacher in the further assessment of the students' particular strengths and areas of need, in problem solving and advising on the effective implementation of support.

8.4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed and evaluated in line with the agreed date. The impact and quality of the support and interventions should be evaluated, and the views of the student and their parents/carers sought. This should feed back into the analysis of the individual's needs. We will consider a range of information to review the effectiveness of our provision and this will be conducted by the SENDCo and relevant staff.

Parents/carers will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps. Other agencies may be involved at this stage.

Where a student continues to make less than expected progress, despite high-quality provision, we would consider involving specialists from outside agencies, and consider whether or not an EHCP assessment is required.

9. Rationalising Intervention:

"Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less". (2015 Code of Practice)

9.1. Rationale for intervention:

In some specific cases, students with SEND may be faced with barriers to their learning that transcend what can be provided for in a classroom setting. This may be 'intervention' such as physical therapy which is stated on an EHCP, or this may be a students' phonics knowledge which is too underdeveloped to ensure improvement within a Secondary classroom setting.

9.2. Intervention is appropriate if:

- It results in the increased ability of the student to access the curriculum
- It is delivered by experts
- It is time sensitive and has clear, measurable goals situated within a designated timeframe
- It is well-planned to ensure that time removed from the mainstream curriculum is not detrimental to the overall progress of the student.

10.Challenging Behaviour and Send

Southlands takes into the account the Equality Act (2010) when forming its behaviour policy and ensures that reasonable adjustments are made to the behaviour policy when a student's behaviour may be as a result of their needs.

In consultation with the SENDCo and SLT, the following the guiding principles were established:

10.1. Guiding Principles:

- Southlands, we have high expectations for all students. All students should follow the behaviour policy and consequences applied equitably and fairly to all students.
- It is everyone's responsibility to support all students to meet our high expectations.
- students with SEND often have the most acute barriers to learning. We acknowledge that sometimes poor conduct is a symptom of wider needs and when addressing this we look at our own provision.
- Southlands does not assume that because a student has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgment on the facts of the situation.
- Just because a student has been labelled as SEND, does not necessarily mean they will display poor conduct.

For further information or clarity regarding how this policy is implemented, please see the SEND Information Report.