

SEND Policy
Norton College Tewkesbury

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1. Aims and Objectives

As a specialist secondary SEMH provision, all students at Norton College Tewkesbury have an Education, Health and Care Plan (EHCP). This policy sets out how we:

- Implement statutory requirements relating to SEND
- Deliver provision that secures the outcomes specified in each student's EHCP
- Identify and respond to additional or previously unidentified needs
- Provide a broad, balanced and aspirational curriculum that supports both academic and personal development
- Prepare students effectively for adulthood, employment and further education
- Work collaboratively with families, the local authority and external professionals

2. Vision and Values

Our SEND provision is inseparable from our curriculum model and trauma-informed ethos.

We are committed to:

- Providing a safe, predictable and relational learning environment where students feel valued, empowered and ready to learn
- Delivering a core curriculum in English, maths and PSHE, ensuring all students build strong foundations in communication, numeracy and personal development
- Ensuring access to a broad, ambitious and enriching curriculum, where students learn, experience and achieve across a wide range of subjects, activities and qualifications
- Designing bespoke pathways that reflect students' interests, abilities and aspirations, enabling them to pursue meaningful learning in academic, vocational, creative and practical areas

- Maintaining high expectations for all, ensuring equal access to learning and celebrating progress in all its forms
- Supporting emotional regulation, wellbeing and resilience alongside academic development
- Enabling students to rebuild trust in education and achieve meaningful qualifications, preparing them effectively for their next steps

Our values — Accountability, Gratitude, Honesty, Respect and Work Ethic — underpin both our curriculum and SEND practice. Students are supported to take ownership of their progress, reflect on growth and prepare for adult life through the Norton PFA Pledge.

3. Legislation and Guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

As an independent special school, we ensure that students receive a full-time supervised education which:

- Provides linguistic, mathematical, scientific, technological, human, social, physical and aesthetic education
- Develops speaking, listening, literacy and numeracy skills
- Meets the outcomes specified within each student's EHCP

4. Inclusion and Equal Opportunities

All students at Norton College have SEND; therefore, inclusion is at the heart of our provision and is understood as:

- Removing barriers to engagement
- Personalising curriculum pathways
- Supporting regulation and emotional safety
- Making reasonable adjustments in line with the Equality Act
- Ensuring that all students can participate meaningfully in learning and school life

Our approach aligns with the principles set out in our **Accessibility Policy**, which states that:

- Norton College strives to ensure that all existing and potential students are given the same opportunities
- We are committed to developing a culture of inclusion, support and awareness
- Staff members identify where a student may be at a substantial disadvantage and take appropriate steps to ensure effective support

In practice, our trauma-informed ethos ensures:

- Clear structure, routine and predictability to reduce anxiety
- Flexible timetables where clinically appropriate
- Small group teaching to maximise engagement and relational practice
- Restorative approaches to repair and strengthen relationships
- Clinical and therapeutic input integrated into the educational experience

This combined approach ensures that students' academic, social, emotional and sensory needs are recognised and addressed, enabling them to access learning equitably and succeed within a supportive, inclusive environment.

5. Definitions

5.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires 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 most 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.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time. Although SEMH is the primary designation, many students present with co-occurring needs across multiple domains.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and Responsibilities

6.1 The SENCO

The SENCO at our school is Kirsty Holliday.

They will:

- Contribute to admissions and transition by reviewing all admissions paperwork, liaising with local authorities and current schools, offering tours to prospective students and families, and visiting students in their current settings to gather key information that supports a smooth, well-planned transition.
- Liaise with parents and carers regarding their child's diagnosed SEND and EHCP provision, maintaining ongoing communication about the student's needs and any adjustments made. This includes discussing any additional or emerging needs identified over time and ensuring appropriate support is put in place.
- Work with the headteacher and SEN governor 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 co-ordination of specific provision made to support students
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students receive appropriate support and high-quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents/carers when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents/carers on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in an SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from year 8 until year 13 are provided with independent careers advice

6.3 The headteacher

The headteacher will:

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students
- Advise the LA when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

6.4 Teaching staff

- Each teacher/tutor is responsible for:
 - Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
 - The progress and development of every student in their class
 - Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
 - Working with the SENCO to review each student's progress and development, and decide on any changes to provision
 - Ensuring they follow this SEND policy and the SEN information report
 - Communicating with parents/carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents'/carers' concerns and agree their aspirations for the student

6.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to annual meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress

The school will take into account the views of the parents or carers in any decisions made about the student.

6.6 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our Approach to SEND Support

8.1 Identification and Assessment

Although all students have EHCPs, we:

- Conduct baseline assessments on entry (literacy, numeracy, cognitive screening)
- Analyse previous school data and professional reports
- Monitor for indicators of specific learning difficulties or additional needs
- Use ongoing formative and summative assessment
- Involve external professionals where required

Slow progress is analysed in the context of attendance, trauma history and regulation needs before determining additional SEND provision.

8.2 Graduated Approach in a Special School Context

Even within a specialist provision, we apply the **Assess–Plan–Do–Review** cycle:

Assess: Review EHCP outcomes, baseline data, emotional regulation profile and therapeutic input.

Plan: Agree targeted strategies, interventions and reasonable adjustments.

Do: Implement through differentiated teaching, small-group work, therapeutic support or specialist intervention.

Review: Evaluate impact through progress data, student voice and professional feedback. Adjust provision accordingly.

8.3 EHCP Annual Reviews

All EHCPs are formally reviewed annually in accordance with statutory requirements. Reviews:

- Evaluate progress towards outcomes
- Consider preparation for adulthood outcomes
- Involve multi-agency professionals
- Capture student voice

9. Preparation for Adulthood

Preparation for adulthood (PFA) is a core element of SEND provision at Norton College and is delivered through the Norton PFA Pledge, which supports SEMH students to develop the skills, confidence and independence needed for adult life. The Pledge is structured around the principles of Transform, Thrive and Transition and focuses on four key statutory PFA outcome areas.

Through taught sessions, enrichment activities, therapeutic support and real-world experiences, students develop skills in:

Employment: Building work-related skills and aspirations through activities such as work experience, careers workshops, financial literacy, leadership tasks, teamworking, CV writing, mock interviews and basic maintenance skills.

Independent Living: Developing practical life skills including household tasks, money management, travel training, booking and attending appointments, cooking skills, healthy eating and staying safe in the community.

Health: Strengthening physical and emotional wellbeing through personal hygiene routines, first aid and CPR, managing health appointments, understanding sensory needs, using leisure facilities and applying emotional regulation strategies.

Community Inclusion: Building confidence and communication skills through community projects, volunteering, local visits, creative and cultural experiences, and activities designed to support positive social interaction (e.g., basic sign language).

Students can work towards Bronze, Silver and Gold levels within the Norton PFA Pledge via AQA Unit Award Scheme accreditation, enabling them to evidence key PFA competencies. The programme incorporates FE and employer encounters, careers focus weeks and practical learning experiences to support clear, aspirational next steps.

Careers guidance remains independent, impartial and personalised, supporting statutory requirements and aligning with Gatsby Benchmarks.

10. Attendance

We recognise that SEMH needs and trauma histories can present barriers to attendance. Our approach:

- Maintains high expectations
- Provides structured reintegration where necessary
- Uses therapeutic and relational strategies to improve engagement
- Aligns with our Attendance Policy

11. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

12. Expertise and Training

All staff receive regular:

- Trauma-informed practice training
- Safeguarding training
- SEND and differentiation training
- Equality and diversity training
- Updates and further training informed by cohort need

The SENCo and Senior Leadership Team monitor emerging training needs.

13. External Agencies

At Norton College Tewkesbury, we recognise the necessity to work with external agencies to ensure the best possible outcomes for our students. Our involvement with external agencies can include (but is not limited to):

- Educational psychologists
- CAMHS
- Speech and language therapists
- Occupational therapists
- Social care professionals
- Youth justice services
- Careers advisors and FE providers

14. Admission and Accessibility

14.1 Admissions

Norton College Tewkesbury admits students whose needs can be met within the provision, in line with the school's Admissions Policy. Students are admitted where:

- The local authority names Norton College Tewkesbury in Section I of the EHCP.
- Norton College Tewkesbury can meet the student's identified needs, including the outcomes in Section E and the provision specified in Section F.
- Sufficient and up-to-date information has been provided to enable an accurate assessment of need.
- A place is available in the appropriate year group, and admission is compatible with the efficient education and safety of others.

The admissions process includes information gathering, visits, parent/carer engagement, and, where appropriate, observation or taster sessions to ensure suitability and a well-planned transition.

Further detail is set out in our Admissions Policy.

14.2 Accessibility

Norton College Tewkesbury is committed to ensuring that all students can access the curriculum, the school environment and information. In line with the Accessibility Policy and Plan, we:

- Make reasonable adjustments to ensure no student is placed at a substantial disadvantage.
- Provide auxiliary aids where required, including specialist equipment, adapted resources or sensory tools.
- Maintain an Accessibility Plan outlining steps to improve curriculum access, the physical environment and the availability of accessible information.

The environment at Norton College Tewkesbury is designed to reduce sensory and physical barriers, including low-arousal spaces, accessible pathways, appropriate toilet facilities and visual support.

Further detail is set out in our Accessibility Policy and Plan.

15. Complaints

Norton College Tewkesbury follows the Outcomes First Group (OFG) Complaints Policy when responding to concerns or complaints about SEND provision. We aim to resolve issues as promptly and informally as possible, with a clear procedure for escalation if required.

15.1 OFG Complaints procedure

Raising Concerns Informally (Stage 1)

Where parents/carers have concerns about our SEND provision, they should first raise these informally with the class teacher, SENCO or Headteacher. Most concerns can be resolved quickly at this stage.

The school will discuss the concern, clarify what the parent/carer feels would resolve the issue, and aim to respond within 10 school days, in line with OFG's Stage 1 informal procedure.

Formal Complaint to the Headteacher (Stage 2)

If the concern is not resolved informally, parents/carers may submit a formal written complaint to the Headteacher. This will be investigated and responded to within 10 school days, unless further time is required, in which case the parent/carer will be notified.

If the complaint concerns the Headteacher, it should be addressed to the School's Chair of Governors (Regional Director, Outcomes First Group).

Escalation to OFG Complaints Panel (Stage 3)

If the parent/carer remains dissatisfied, they may request a Stage 3 review panel comprising three members not involved in the complaint, including at least one independent member.

This panel will meet within 30 days, and the outcome will be provided in writing. This process follows OFG's formal complaints stages.

A full copy of the OFG Complaints Policy is available on request or via the school website.

15.2 Disagreement Resolution and Mediation (SEND)

In addition to the complaints process, parents/carers may access independent mediation or disagreement resolution services if they disagree with decisions relating to their child's SEND support or EHCP.

You do not have to use mediation, but you must contact a mediation adviser before appealing to the SEND Tribunal (except for appeals relating only to Section I – placement).

Worcestershire SEND Mediation and Disagreement Resolution

Worcestershire County Council provides free, independent SEND mediation for disagreements relating to EHCP decisions or SEND provision.

Information is available at:

Worcestershire SEND Mediation

<https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/im-not-happy-decision-send/im-not-happy-my-childs-ehcp-send/mediation-send>

Families may also seek impartial advice and guidance from **Worcestershire SENDIASS**

<https://www.worcestershire.gov.uk/sendiaass>

Gloucestershire SEND Mediation and Disagreement Resolution

Gloucestershire County Council commissions **Global Mediation** to provide mediation and disagreement-resolution services for SEND matters, including disagreements over assessments, EHCP content, and provision.

Further information is available at: **Global Mediation – Gloucestershire Local Offer**

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=eX0H4aphmH4>

Global Mediation also provides information on arranging mediation meetings, issuing mediation certificates, and understanding your options:

Parents/carers in either authority area must request mediation within 2 months of receiving the Local Authority's decision notice if they intend to appeal.

15.3 Further Information

A full explanation of statutory routes for complaint, mediation and appeals is available in the SEND Code of Practice, Chapter 11.

Further detail about the school's general complaints procedure is set out in the OFG Complaints Policy.

16. Monitoring and Evaluation

SEND provision is monitored through:

- EHCP annual reviews
- Termly progress analysis

- Quality of Education reports
- Lesson visits and work scrutiny
- Student and parent voice
- Governance oversight

This policy is reviewed annually by the SENCo and approved by the governing board.

17. Links with Other Policies

- Curriculum Policy
- Accessibility Policy
- Careers Policy
- RSE Policy
- Attendance Policy
- Safeguarding Policy
- Complaints Policy