Amberleigh Care

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Opportunities, Aspirations, Knowledge, Success

Special Educational Needs Policy

OAKS

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Special Educational Needs Policy

Contents

- Aims
- Legislation & Guidance
- Definitions
- Roles & Responsibilities
- SEN information
- Our approach to teaching students with SEN
- Evaluating the effectiveness of SEN provision
- Complaints about SEN provision
- Monitoring Arrangements

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Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

All students at Amberleigh have special educational needs in that they all have social, emotional and/or mental health difficulties or learning difficulties which require special educational provision to be made. The needs that have been evident in previous schools have usually been assessed before the student arrives at Amberleigh and are described in the students' Educational Health and Care Plan (EHCP), but in practice further assessment on entry is required to be able to provide sufficiently precise objectives and programmes to work to.

There are no barriers to students with SEN and inclusion is at the forefront of everything we do, enabling all students to enjoy the same activities as others in school.

All students are encouraged to go on our residential trip(s), educational visits, any extra-curricular activities. All students are encouraged to take part in DofE/sports day/school plays/special workshops. All students are encouraged to be on the school council. No student is ever excluded from taking part in these activities because of their SEN or disability.

We will ensure the following:

- Arrangements are made for the admission and access of disabled students
- We ensure no students are treated less favourably or different than other students, this includes regarding SEN or EAL.
- We provide facilities to support SEN students accessing school

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, Part 2: which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- Part 5, Education (Independent School Standards) Compliance Regulations

Definitions

The Oaks Therapeutic School, Amberleigh Care has regard to the formal definition of SEN stated in the "SEN Code of Practice" (Sept 2014),

A student has identified SEN 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 the 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 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 other schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Roles and responsibilities

The SENCO

The SENCO is Jayne Woodhouse (Acting Deputy Head)

They will:

Have overall responsibility for the provision and progress of Students with SEN and/or a disability

- Determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date

The Proprietor

The Proprietor will:

- Help to raise awareness of SEN issues at management board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the management board on this
- Work with the Head Teacher/SENCO to determine the strategic development of the SEN policy and provision in the school

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with other staff to plan and assess the impact of support and interventions and 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 SEN policy

SEN information

The ethos of Amberleigh School is to understand the needs and take seriously the consistent application of good standard teaching practices in each of the following areas:

- Designing programmes of work to meet the needs of all students
- Delivery of these programmes using the 'small steps' approach
- Using a stimulating and challenging style of lesson delivery
- Using a variety of teaching methods
- Effective management of behaviour
- Constructive feedback on attainment
- Thoughtful and considerate correction of work
- Acknowledgement and praise of effort and progress.

Students at Amberleigh, often have very disorganised and ineffective thought processes with respect to learning. As a result of their social, emotional and behavioural difficulties, students have generally not experienced success in school and have had little commitment to engaging positively with learning. Once students experience success as a result of consistent and fulfilling teaching, students develop a personal aptitude for learning and are able to apply their skills and knowledge successfully. Students are encouraged to develop personal thinking and learning skills in all subject areas. Students, who have previously demonstrated poor approaches to learning and have found it very difficult to engage with school work, find that they can be successful and start participating in meaningful

learning. Teachers select courses and examinations that result in nationally-recognised qualifications and accreditation. Delivery is taught in small groups, with specialised teachers and with an individual approach so it is accessible to all.

The SENCO attends relevant training and disseminates the details as is appropriate. Furthermore, the SENCO issues information and guidance about specific learning conditions to all staff and provides information about special educational needs and how to meet individual needs of students.

The school strives to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all students and systems for early identification of barriers to learning and participation.

Access Arrangements

To ensure all students can achieve success, applications are made for special examination arrangements e.g. extra time, a scribe and/or reader, for those students who fulfil the necessary criteria. This is handed over in any transitional work to other schools, colleges or further education if required.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, and global learning delay.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying students with SEN and assessing their needs

Some young people will join us with an EHCP already in place and this will be used to support strategies and provision to meet need.

Additionally, we will personally assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stage expectations. Observations are made during the first few weeks by teachers on the student's approach to classwork, relations with other students, relations with adults and personal competence/life-skills. Subject teachers will make regular assessments of progress for all students.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parent/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Other needs may be identified and investigated as they arise when the student begins work in the first assignments and assessment modules in class work.

School

A WRAT 5 Assessment (Wide Range Achievement Test) is completed on entry for each student and subsequently annually, to measure the basic academic skills of word reading, spelling, math, computation and sentence comprehension. This provides a reliable assessment for progress monitoring and percentile ranks corresponding to standard scores against national cohorts.

Pupils Attitudes to Self and School (PASS) is an all-age attitudinal survey that provides a measurement of a student's attitudes towards themselves as learners and their attitudes towards school. The assessment covers nine factors proven to be linked to key educational goals, including attitude to attendance, preparedness for learning and response to the curriculum. A low score in any factor can pinpoint negative attitudes that might not otherwise be apparent. The resulting data can help interventions to be put in place and provide a benchmark to evidence progress.

Therapy

During the initial three months of placement the clinical team undertake a comprehensive initial assessment. Within this are psychometrics to explore their emotional welling in different contexts including self-report measures. An AIM3 assessment is also completed which identifies clear areas for intervention and strength to support the young person to reduce the risk of further sexualised behaviour. Information is sought from a variety of areas and observations from the therapeutic community. This information is then disseminated to the care and education teams. A young person's needs are then reviewed on a quarterly basis via a multi-disciplinary team from care, education and therapy to ensure that dynamic risk and need are addressed. Where necessary, additional cognitive assessments may be used if deemed clinically appropriate such the Wechsler Intelligence Scale for Children- (WISC).

Other assessments may include:

- **Strengths and Difficulties Questionnaire (SDQ)** - As the name suggests this explores a young person's Strengths and Difficulties in many areas namely emotions, conduct, hyperactivity, relationships with peers and pro-social behaviour. This is administered with the young person, significant carer and teaching staff.
- **Resiliency Scale** - The Resiliency Scales questionnaire is used to assess sense of mastery, relatedness and emotional reactivity. When used in combination it is also possible to explore levels of resources and vulnerability.
- **Trauma Symptom Checklist for Children (TSCC)** - The TSCC is a self-report measure of post traumatic distress and related symptomology. It is intended for use in the evaluation of children who have experienced traumatic events.
- **Assessment Checklist for Adolescents (ACA)** -- The Assessment Checklist for Adolescents is a 105 item, care giver report, psychiatric rating scale that measures behaviours, emotional

states, traits and manners of relating to others. This is specifically designed for young people in care or who have a history of maltreatment.

Following completion of these assessments the therapy team provides recommendations and interventions; this is not a definitive list but instead provides ideas for school staff and care staff to develop, drawing on their own expertise and understanding of the student.

These assessments can be requested on a needs-to basis dependant on the needs of the student, on the recommendation of the Head-teacher/SENCo, Therapy team and relevant external agencies. Notwithstanding, here at Amberleigh we are mindful over the assessment process and are mindful not to over assess our Students if it causes them unwarranted stress. All Students have the right to decline to participate in assessments, although Educators and Therapists do their upmost to ensure the Student feels safe and secure prior to assessment.

EHCP Requests

Due to the referrals process of our students, placement times can vary and students can remain with us for varying lengths of time. If students come to us without an EHCP in place but we feel that despite the current provision meeting their education, health & care needs –if they were to move, this would be compromised and they would require specialised provision – we would initiate the request for an EHCP. This request would be made to the young person's local authority SEND team, which would involve contributions from the following areas:

- Education (SENCo, class teachers)
- Health (Therapist, Educational Psychology update)
- Care (Parents/carers, social workers)

This process would identify a main area of need as either; cognition & learning; social, emotional and mental health needs; communication and interaction or sensory needs. The process would involve relevant professional contributions, evidence and the young person to determine if an Education, Health & Care Plan should be implemented.

Annual Review Process

If a young person has an Education, Health & Care Plan (EHCP) – this should be reviewed annually to the date of the plan. Contributions should be sought from education, health and care to review basic information, current special educational needs, provision required and progress made towards the current outcomes in all areas of education, health and care. In this meeting outcomes may be ongoing, amended or changed for the following year. It is good practice to recommend changes for the start of each new key stage, where appropriate. The process of this review should be a person centred. The meeting will be chaired by the SENCo and information will be sent out to all professionals and attendees two weeks before the review date. Paperwork should be completed and submitted in a timely manner after the review takes place with all supporting evidence.

At Year 9; there may be adjusted paperwork or outcomes as the students support focuses on 'preparing for adulthood'.

It may be considered in a transitional year – Year 11, or Year 14 that the annual review is held in the Autumn term to allow any forward planning for further education and / or provision as a care leaver.

Assessing and reviewing students' progress towards outcomes

Assessment data and data obtained from our monitoring and tracking system is used to provide information for each student's Person Centred Profile (PCP).

The class or subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parent/carers/therapist
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All students have a termly PCP with three targets incorporating literacy, numeracy and preparing for adulthood/behavioural areas. If the student has an Education, Health and Care Plan, they will have a fourth target included in their PCP. This will include one target derived from the student's Education, Health and Care Plan. All targets set are SMART and are derived from valid assessment data, observations and/or the student's Education, Health and Care Plan if they are in receipt of one. All targets are reviewed termly by the education team and the student and shared with the student's keyworker, social worker and parent/carer.

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. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress in regular staff meetings and students PEPs/LACs.

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students which information will be shared as part of this.

Our approach to teaching students with SEN

Student Participation

Students with SEN are fully integrated into the life of the school and the curriculum; we recognise the strengths of every individual as well as any areas for development. We aim to ensure that all students contribute to the social and cultural activities of the school.

Students, who can form views, have a right to receive and make known information, to express an opinion, and to have that opinion considered in any matters affecting them. The views of the students in school are given due weight according to their age, maturity and capability.

Students participate where possible in all decision-making processes by:

- Setting targets; Person Centred targets and learning and behavioural strategies
- Contributing to their PCPs with individual consultation with a member of staff.
- Discussing option choices
- Discussing their needs and problems
- Careers Interviews and transition planning
- Annual reviews of their EHCP (if appropriate)
- 6 monthly LAC meetings
- Termly PEP meetings
- Extended Community Meetings – twice weekly
- School Council
- Therapy intervention

Decision making processes are supported by Person Centred Planning. Every member of staff is continually engaged in meeting special educational needs, in that everything they do with students helps to develop thinking, increase attainment, support positive relationships and improving and developing personal competence. Most special educational needs are met through consistent, fulfilling daily teaching and work practices that are a standard part of Amberleigh School's learning environment. Amberleigh School can meet the special educational needs of individual students where they could not previously be met because of the particular arrangements in the classrooms e.g. small groups and through the attention to detail in the school's routines and approach to the student's difficulties. We will also purchase additional resources or interventions as necessary depending on individual needs and requirements.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students. We will also purchase additional resources or interventions as necessary depending on individual needs and requirements.

We will also provide the following interventions:

Students with assessment levels below the national age are provided with extra support using a structured intervention. These interventions are based on current areas of needs which include:

- **Mindfulness -** Mindfulness is a practice that individuals and groups can do on a day-to-day basis. It can enable people to change the way they think and feel about their experiences, especially stressful experiences.
- **Working memory -** activities to increase the working memory.
- **Word aware -** a systematic approach to learning new vocabulary.

- **Timetable Rock Stars -** a carefully sequenced programme of times tables practice, personalised to the needs of each student.
- **Rapid Phonics -** a synthetic phonics programme for students with limited phonological awareness. It is designed to increase confidence by helping students read fully decodable books quickly and accurately.
- **Rapid Readers and Rapid Plus -** a systematic reading intervention programme, specifically designed for older students to develop fluency and comprehension skills.
- **BKSB programme of study -** information derived from the BKSB diagnostic assessment provides an individual programme of study which enables students to 'close the gaps' in their literacy and numeracy targeted areas.
- **Freckle by Renaisance -** provides videos and practice activities covering all areas of mathematics from Year 6 to Year 11.
- **Spelling Frame -** A spelling programme which focuses on word pronunciation, phonological awareness and syllable segmentation to improve students' spelling. Every word is also read aloud in a sentence so that students also learn the meaning of the words given.
- **Toe by toe -** a highly structured phonics-based reading programme to help students who struggle to decode, those with dyslexia, dyslexic difficulties and/or ADHD.
- **Pobble -** a writing intervention programme for reluctant writers and students with SEND. It provides writing prompts to engage and motivate students, focusing on vocabulary, spelling, punctuation and writing stamina.
- **First News -** Differentiated reading activities based around current events in the news which are designed to increase vocabulary and improve reading comprehension.

All of the above build vocabulary skills, homing in on cultural capital development, something which our vulnerable students have considerably missed out on in their early years. Equipping students with knowledge and cultural capital development within vocabulary will support students in a number of areas to succeed in life.

Other needs – Multi Agency Working

Students may require further input from external professionals – such as a Speech and language therapist (SaLT), Occupational Therapist (OT), Sensory Inclusion Team (SIS), Educational Psychologist, CaMHs or their GP.

Assessments of this kind, are comprised of, formal standardised assessments, observation of the student in a number of different settings and liaison with school staff, carers/parents and the therapist. Following this, there may be a formal diagnosis which may or may not, prompt the initiation of an EHCP. There is liaison with external professionals, the multi-disciplinary team within Amberleigh and Parents/Social care to determine how those needs will be met – this may require ongoing monitoring.

If it is identified there may be a requirement for external input or a diagnosis of need, staff should take this to the SENCo / Head Teacher initially who will liaise with care, therapy, parents and social workers during a professionals meeting to determine a way forward.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students 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.

Expertise and training of staff

All staff are able to undertake training for ADHD, Autism, Trauma and Attachment as part of our service expectations depending on current cohort. Additional training or guidance is sought if required for specific students.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

Reviewing students' individual progress towards their targets each term

Reviewing the impact of interventions termly

Using student questionnaires

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for students with EHC plans

Complaints about SEN provision

Complaints about SEN provision in our school should be made to Cassie Melaniphy (Acting Head Teacher) in the first instance. They will then be referred to the school's complaints policy.

The parents/carers of students 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 young person. They can make a claim about alleged discrimination regarding:

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Monitoring arrangements

This policy and information will be reviewed by Jayne Woodhouse (SENCO/Acting Deputy Head) annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the school Proprietor.

This policy links to our policies on

Management of Behaviour Policy

Equality & Diversity Policy

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