



**Progress
Schools**

SEND Policy

2025/2026


Policy issue and updates

<i>Pages</i>	<i>Issue No.</i>	<i>Date</i>
Whole Document – new format and template used.	1	January 2016
Cover Page - logo	2	February 2016
Whole document – checked and revised where necessary	3	August 2016
Whole document – annual review and revision where necessary	4	September 2017
Whole document – annual review	5	August 2018
Whole document – annual review	6	August 2019
Whole document – logo change and annual review	7	August 2020
Whole document – annual review	8	August 2021
Whole document – annual review	9	August 2022
Whole document – annual review	10	August 2023
Whole document-Annual review	11	August 2024
Whole document -Annual review and revisions where appropriate	12	July 2025

The following policy has been approved by the Managing Director and Governing Board of Directors.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Executive Team: August 2025

Board signatory: 

Planned review: August 2026

1. Policy overview

- 1.1 We aim to enable equality of access to the whole curriculum and to all opportunities and experiences provided by the school. The aims and objectives of the education offered by the school are the same for all students.
- 1.2 We are committed to the principles of inclusive education, accessibility and reasonable adjustment in that all students regardless of special educational needs and/or disabilities (SEND) have the right to access the whole school curriculum.
- 1.3 We consider the education of all students, including those with Special Educational Needs and/or Disabilities (SEND), including any of the ten protected characteristics as identified in the Equality Act (2010) to be the responsibility of all members of staff and this policy aims to promote greater understanding of SEND throughout the organisation and its respective partners.
- 1.4 We aim to provide a learning environment in which all students feel equally valued, safe and free from discrimination, and staff will actively promote such a positive climate throughout the school. We are committed in our statement that all learners are supported to thrive regardless of SEND.
- 1.5 Students with SEND will be educated alongside their peers, where this is compatible with their needs, the education of other students and the efficient use of resources. Where withdrawal from the usual classes is necessary, it will be done for short term or specific reasons and regularly reviewed using the Graduated Approach and Quality First Teaching methodology.
- 1.6 We aim to ensure appropriate provision for all students with SEND as necessary, to enable each student to develop their full, and ever evolving, potential. Where necessary, Special Arrangements for Public Examinations may be applied for and will be supported by our SENCO and Exams team.
- 1.7 Family Leadership is a key component in our vision and commitment to all learners. We encourage and support the involvement of parents of students with SEND in their child's education and to work in partnership with them.

2. Definition of special educational needs and/or disability (SEND)

- 2.1 A student is considered to have Special Educational Need or Disability (SEND) if they have a learning, emotional, behavioural or physical difficulty or need, which calls for special educational provision to be made.
- 2.2 A student is considered to have such a need if they have significantly greater difficulty in accessing learning than most children of the same age, or has a disability, which either prevents or hinders access and use of the educational facilities generally available for students of the same age.
- 2.3 Our SEND Policy covers all students and identifies those students with a statutory statement of Special Needs or Education, Health & Care Plan (EHCP).

3. Responsibilities of the Head of School

- 3.1 To promote the effective management, implementation and review of the SEND policy in accordance with all relevant statutory requirements.
- 3.2 To regularly review, assess, plan and implement support for learners with SEND, gathering key information on:
 - Gender, age, nationality and key demographic data,
 - Update and maintain accurate records of the SEND register for their respective school, liaising directly with the National SENCO on any new, existing and transitioning students,
 - Ensure Termly SEND reviews take place and are led by the learner and their families with the support of the learner's respective tutor and the National SENCO,
 - Applying the Graduated Approach in line with the SEND Code of Practice (2015), in a four-step approach of, 'Assess', 'Plan', 'Do', 'Review', to regularly make adaptations to teaching and learning for all learners with SEND.
 - Maintaining objective and accurate data on students with SEND and their progress, including – but not limited to – student test scores.
 - Working vigilantly to close the gap on attainment with robust strategy and determination.
 - Ensuring significant developments and problems affecting the operation of the SEND policy.
- 3.3 Ensure collaboration with the National SENCO, for the day-to-day operation of the procedures necessary to implement the SEND policy as below:

- The co-ordination of the provision for students with SEND including deployment of specialist teacher support and mentor time.
 - Maintenance of the SEND register and associated record keeping requirements from the SEN Code of Practice (2015)
 - The organisation and conduct of annual reviews for students with Education, Health and Care Plans (EHCP).
 - Advice and support to the school's examination officer and Access Awards Assessor on special arrangements for public examinations and to apply these arrangements accordingly.
 - Liaison with parents/carers and those of prospective students with SEND.
 - Liaison with external agencies, schools and LA advisors as appropriate and any other agencies concerned with the SEND of individual students.
 - Liaison, advice and support for staff on SEND matters and contribution to in-service training of staff as appropriate.
 - Ensuring that each Head of School assists effective liaison with the National SEND Coordinator and dissemination of ideas and information.
 - Attendance at conferences on implementation of the Code of Practice and current legislation as necessary.
 - Advice to the leadership team on the deployment of learning support staff and responding to the developing role of the teaching assistants and pastoral mentors, in collaboration with the National SENCO through regular reviews, observation, planning and communications.
- 3.4 The Executive Head Teacher, Head of School and National SEND coordinator are responsible to the Leadership Team for the effective management of the SEND policy by:
- Ensuring that arrangements to meet the policy's objectives are in place and working satisfactorily.
 - Ensuring regular reporting to the Leadership Team on the implementation of the policy, to include.
 - The nature of SEND within the school.
 - The pupil voice of the students on the register to the SEND provision.
 - The nature of the work of the designated person for the student and members of the support team (Teaching assistants and/or pastoral mentors) and the results of the coordinating and monitoring activities of the designated person.
 - The communication and record keeping systems within the school which keeps members of staff informed of individual needs of students.
 - The adequacy and effectiveness of the resources devoted to SEND by the school and of those provided by outside agencies.
 - Any general issue arising from the operation of the SEND policy.

4. Responsibilities of the leadership team, governance board and proprietor

- 4.1 The statutory duties of the Group Board of Directors, Proprietor and the Executive Team towards students with SEND include – but are not limited to:
- The appointment of a SEND executive to provide governance.
 - The opportunity for SEND issues to be reported to the whole local governing board at each full board meeting. Such reporting may be through the appropriate sub-committee.
 - To ensure vigilance on the attainment gap and provide objective challenge to the National SENCO on matters arising and/or relating to SEND.
 - Ensure the process for referral and transition is supported, robust and in line with the appropriate legislative framework for SEND.

5. Review Procedures

- 5.1 The SEND register(s) for each school site will be reviewed termly and updated as and when new students start and based on an update of the student IEDP by all teaching staff. Students may be added to or taken from the register at any time during the following consultation between the appropriate staff as well as following the SEND register review. Students without a diagnosed need may be placed on the SEND register if they are receiving any additional support outside of the normal school offer which enables them to access the curriculum.
- 5.2 The school recognises that parents/carers may choose to approach external assessment centres at their own expense and will endeavour to respond sympathetically to such assessments where resources allow.
- 5.3 Information and guidance about all students on the SEND register is provided for all staff. Parents/carers will be kept informed of where students are on the register and when the school is making special educational provision for their child through regular correspondence, termly SEND reviews, Annual EHCP reviews (where appropriate) and any matters arising.
- 5.4 The SEND register shows students at different stages of concern, in accordance with the criteria. All students with SEND will have a One Page Profile formulated by the designated person in cooperation with the relevant staff and support agencies where appropriate. The One Page Profile will be reviewed termly, and parents/carers will be consulted as part of the review process, supported by robust target reviews and setting for the learners Individual Educational Plan using the four-step Graduated Approach.

- 5.5 If the LA considers that a student's SEND may be such that the learner may need to have an EHCP assessment, it assesses the student's SEND to which the school contributes educational advice. Such an assessment may be requested by the school or parents/carers. If the LA concludes that an EHCP is needed, it must specify both the student's SEND and the provision required to meet those needs.
- 5.6 Students with an EHCP provided before coming to Progress Schools will have an annual review of that plan throughout their educational placement. If the student is on roll at Progress Schools, the school has a duty to organise and lead on the review with support from the SEN Coordinator at the Local Authority.
- 5.7 The school values communication with all parents/carers and contact with the designated person is welcomed should any concerns arise. The designated person will also initiate contact with parents/carers should the need arise.
- 5.8 The school will respond professionally and fully to any questions or complaints from parents relating to the school's responsibility for meeting the child's SEND needs. The response will come in the first instance from the student's form teacher and the designated person. If the matter is not resolved, the school complaints policy and procedure will be followed.

6. Links with other education institutions

- 6.1 The purpose of such links is to facilitate the smooth transfer of students from one educational establishment to another, and where practicable to share resources and expertise. The school will seek to identify and use possibilities for cooperating with other schools or units by sharing SEND expertise and information or resources, as appropriate.
- 6.2 All referring schools are required to forward to the school records of each student, including details of any SEND provision which the school have made. All referring schools are visited/communicated with by a member of staff as part of the student's induction programme and SEND information about future students will be noted at this time.

7. Parental support

- 7.1 Parents can liaise with the school at any time if they feel their child may require more support. School staff will support parents and will also be able to signpost to the Local Offer for additional support.

- 7.2 Parents must comply with the information sharing of the needs of their children that is frequently updated as appropriate in support of the school appropriately supporting all its learners.

8. Access arrangements for formal examinations

- 8.1 Progress Schools are committed to ensuring equity for all learners. As such, access arrangements for examinations are provisions and adjustments made for candidates who encounter barriers that may affect their ability to demonstrate their knowledge, skills, or understanding under standard examination conditions. These arrangements are essential for ensuring that assessments are fair, valid and inclusive, accommodating a diverse range of needs while maintaining the integrity of the examination process.
- 8.2 The Fundamental aim of access arrangements is to provide equity in assessment. By recognising the diverse and individualised needs of candidates, educational institutions and examination boards can ensure that all students are given a fair opportunity to perform to the best of their abilities. It is imperative to state that access arrangements are not intended to confer an advantage, but rather to remove unnecessary barriers to achievement.
- 8.3 Access arrangements ensure inclusion for candidates with permanent or temporary disabilities, medical conditions, or learning difficulties which may require alternative arrangements to access examinations on an equal basis. Progress Schools and examination settings have a duty to comply with the legal requirements for the awarding of access arrangements, mandating reasonable adjustments for candidates with Protected characteristics as identified by the Equality Act (2010).
- 8.4 To uphold the validity of the qualifications, arrangements must not compromise the assessment objectives or the reliability of the examination.
- 8.5 Senior Leaders, The National SENCO and the Exams Officer, including Teachers, all school staff, wider professionals and parent/carers must keep the school updated and informed on the needs of its learners.
- 8.6 All access arrangements must be timely and avoid delays which could limit the potential for learners and cause adversity.

9. Types of access arrangements

9.1 A wide variety of access arrangements are available and can be found in the Joint Council for Qualifications 'AARA' document (2025). These arrangements are tailored to meet the specific needs of individual candidates and subject to annual review and revision. These arrangements can be categorised as follows (although this list is not exhaustive).

- **Extra time:** extra time is one of the most common adjustments for candidates and is typically granted to candidates who have an identified need due to processing difficulties, medical conditions, or disabilities. The most frequent allocation is 25% additional time, though further increments may be given in exceptional circumstances. The decision is usually supported by evidence from educational psychologists, medical professionals, or specialist teachers.
- **Use of Assistive Technology:** Candidates who experience difficulties with reading or writing may be allowed the use of a word processor, screen reader, or speech recognition software during examinations. These technologies aim to level the playing field while maintaining the core assessment criteria.
- **Alternative Formats:** Examination papers can be provided in alternative formats such as large print, Braille, coloured overlays, or electronic versions. This supports candidates with visual impairments or specific learning needs.
- **Scribes and Readers:** When a candidate is unable to write or read due to a disability, a scribe may be permitted to record their dictated responses, or a reader may be allowed to read out the instructions and questions. Both roles require careful training to ensure fidelity to the candidate's responses and neutrality.
- **Rest Breaks:** Supervised rest breaks are granted to candidates who may require time to manage fatigue, anxiety, pain, or the effects of medication. The total duration of the examination is not reduced; instead, the candidate is permitted to pause and resume under controlled conditions.
- **Separate or Quiet Rooms:** Some candidates may benefit from completing their examination away from the main exam hall. This can support those with anxiety, sensory processing disorders, or medical needs requiring privacy or a controlled environment.
- **Timing Adjustments:** In certain cases, the timing of an examination may need to be adjusted. For example, candidates with certain medical conditions may need

to take exams at specific times of the day, or candidates observing religious festivals may require rescheduling.

- **Modified Equipment:** Candidates may be permitted to use special equipment, such as ergonomic furniture, adapted keyboards, or communication devices, to assist them during the examination.

10. Eligibility and evidence

10.1 Eligibility for access arrangements is determined by a combination of factors, including the candidate's disability or condition, the impact on their performance, and the specific requirements of the examination. Supporting evidence is crucial and typically includes:

- Medical reports or letters from healthcare professionals
- Assessment reports from educational psychologists or specialist teachers
- Individual Education Plans (IEDPs) or equivalent documentation
- Historical evidence of need and normal way of working

10.2 The process is designed to be robust but also sensitive, ensuring confidentiality and dignity for candidates.

11. Application process

11.1 The application for access arrangements usually involves several steps:

- Identification of need: Teachers, parents, or the candidate may raise concerns regarding potential barriers.
- Gathering evidence: Relevant documentation and professional assessments are collated.
- Submission to the examination board: Schools or exam centres complete the necessary application forms and submit supporting evidence within set deadlines.
- Approval and implementation: The examination board reviews the application and, if approved, arrangements are put in place for the candidate.
- It is vital to begin the process as early as possible, as late applications may not be accommodated unless there are exceptional circumstances.

12. Roles and responsibilities

12.1 The smooth implementation of access arrangements depends on the collaboration of multiple stakeholders:

- Candidates: Should communicate their needs clearly and provide relevant information to support their application.
- Parents and guardians: Act as advocates for the candidate and assist in gathering evidence and completing paperwork.
- Teachers and educational professionals: Identify candidates who may need support, provide evidence, and ensure that normal classroom practice aligns with requested arrangements.
- Examination officers: Oversee the application process, manage logistics, and ensure compliance with regulations.
- Exam boards and awarding bodies: Set the regulatory framework, review applications, and monitor the impact of arrangements on assessment integrity.

13. Challenges and considerations

13.1 While access arrangements aim to create a fair assessment environment, there are several challenges:

- Maintaining academic integrity: Arrangements must not give an unfair advantage. The focus should remain on removing barriers, not altering the intended construct of the assessment.
- Timeliness: Delays in identification or application can jeopardise a candidate's chances of success.
- Consistency: Variation in interpretation and implementation across institutions can impact candidates' experiences and outcomes.
- Stigma: Some candidates may feel self-conscious or reluctant to use adaptations, requiring sensitive handling by staff.
- Resource constraints: Schools and exam centres may have limited resources to provide certain arrangements, especially assistive technologies or one-to-one support.