



Tweed Learning Federation

SEND Policy

2025-26

Document monitoring and evaluation

This policy has been officially adopted by the Governing Body.

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	Name	Job title	Date
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SEND Policy



TweedLearning
FEDERATION

Definition of SEND

This policy accepts the definition of Special Education Needs and Disability as set out in the SEND Code of Practice. It also reflects the approach to and arrangements for SEND outlined in the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Aims

Our overarching aim of the Tweed Learning Federation is to create an atmosphere of encouragement, acceptance, respect for all achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying at an early age individuals who need extra support
- enabling each pupil to reach his or her full potential, both curricular and extra-curricular
- enabling each pupil to partake in and contribute fully to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements and progress
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND
- including the voice of the child in monitoring and reviewing Pupil Passports and their own learning journey

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- work within the guidance provide in the SEND Code of Practice, 2014
- operate a "whole pupil, whole school" approach to the management and

- provision of support for special educational needs
- provide a Special Educational Needs Co-ordinator (SENCo) to ensure adequate rigour and challenge in meeting the needs of identified children
- provide support and advice for all staff working with special educational needs pupils.

Types of SEN

SEN is divided into 4 areas of need:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being added to the SEN register.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being added to the SEN register.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Accessibility

The Tweed Specialist Support School supports the rights and characteristics of all pupils to equal access and opportunities regardless of their age, religion, gender, culture, sexuality, ability or disability. The school promotes an ethos of respect for everyone.

School has recently undergone significant improvements that ensures the needs of the current and future pupil population will continue to be met. Classrooms are fully accessible and we also have access to a medical room.

Our school grounds have also undergone a transformation and have been equipped with an all-weather Multi-Use Games Area (MUGA), wheelchair friendly playground surfaces, secure fences and improvements to the accessibility of the Forest School areas.

As a school we observe two key duties:

1. we must not directly or indirectly discriminate against, harass or victimize

- disabled children and young people
2. we must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

The school's Equality Policy and objectives and the Accessibility Plan can be found on the school website.

Local Offer

The Local Offer provides information for children and young people with special educational needs (SEND) and their parents or carers in a single place. It shows families what they can expect from a range of local agencies including education, health and social care.

The Northumberland Local Offer website has more information about these services: <https://www.northumberlandsend.co.uk/your-send-local-offer>

Identification, Assessment and Review

The Code of Practice outlines a graduated response to pupils' needs, recognizing that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

The school uses a SEND record to maintain information about the identification, assessment and provision for each pupil. Where concern is expressed that a pupil is making less than expected progress or shows difficulties in literacy or numeracy skills, emotional and social difficulties, sensory or physical problems, communication or difficulties interacting, the class teacher takes early action to assess and address the difficulties. The school follows an 'Assess, Plan, Do, Review' approach. Assessment allows the child to show what they know, understand and can do, and it can identify specific learning difficulties. **(see Appendix 1)**

Children with SEND may be identified at any stage of this process during their school life.

Reviews of pupils on the SEND register take place three times a year, in line with pupil progress meetings at the end of each term.

For pupils with Education, Health & Care plans, an annual review meeting is legally required to be held. Pupil Passports are used to record additional provision for pupils on the SEND register.

A Graduated Approach to SEN Support

At Tweed Learning Federation, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- a positive and enabling environment
- highly focused lesson design with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining

- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high-quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

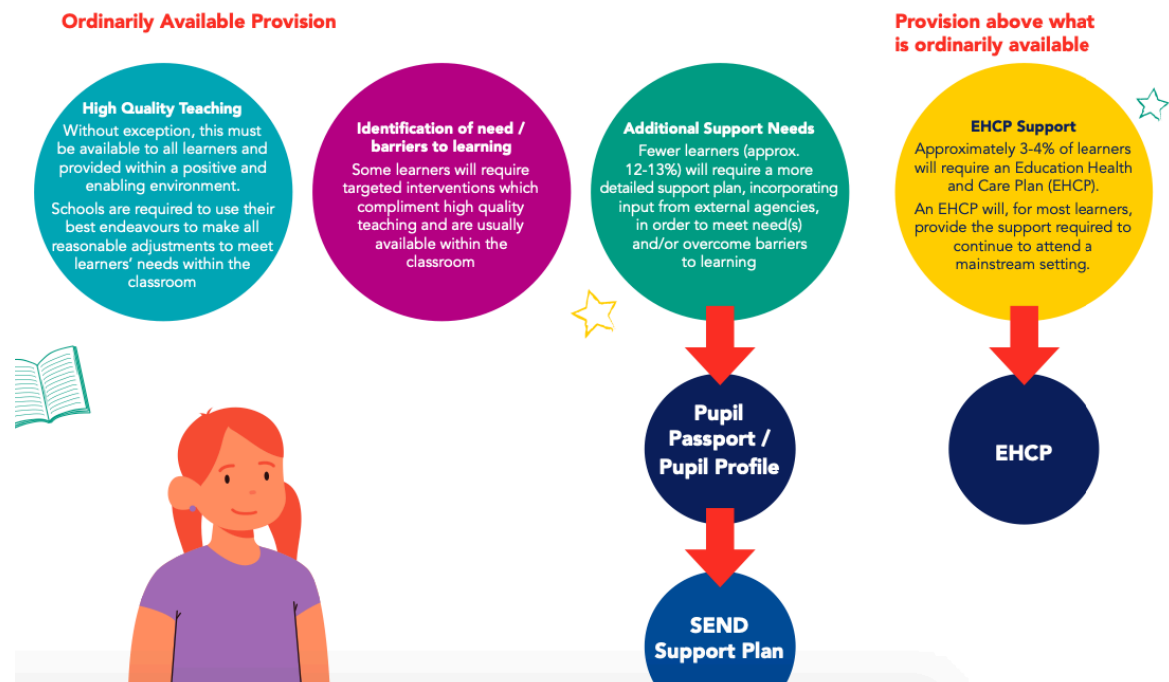
Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The Northumberland Graduated Approach



For more information about Northumberland's Graduated Approach and guidance on the SEN register, SEN Support and requesting EHC needs assessment (COSA) - <https://northumberlandeducation.co.uk/wp-content/uploads/2023/11/Northumberlands-guidance-on-the-SEN-Register-SEN-Support-and-requesting-EHC-needs-assessment-COSA-.pdf>

Our Cycle of SEN Support

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should 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 pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people. (see **Appendix 2**)

Tweed Learning Federation aims to know precisely where children and young people with SEN are in their learning and development by:

- ensuring decisions are informed by the insights of parents and learners themselves
- having high ambitions and set stretching targets for learners
- tracking their progress towards these goals through Pupil Passports or SEN Support Plans
- keeping under review the additional or different provision that is made for them
- promoting positive outcomes in the wider areas of personal and social development, and
- ensuring that the approaches used are based on the best possible evidence and are having the required impact on progress

Statutory Assessment - Education Health Care Plans

At the end of 3 cycles of support, the SENCo will, in collaboration with a child/young person (where possible), their family and class teachers, determine whether support is effective in meeting the identified needs. A panel of specialists from the Local Authority will consider whether there is evidence that, despite the children requires further support to make expected progress.

To inform the decision, the panel will pay particular attention to:

- evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- information about the nature, extent and context of the child or young person's SEN
- evidence of the action already being taken by the school to meet the child or young person's SEN
- evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies

Tweed Specialist Support School

Berwick St Marys and The Tweed Specialist School are an integrated provision, designed to provide a dynamic learning environment that provides children, whatever their needs (SEND or otherwise), with the best opportunity to fulfil their potential.

Learners with EHCPs will be admitted to the Tweed Specialist School following consultation with the Local Authority and in consideration of the setting's capacity to meet the child's needs.

Transition plans will be tailored, person-centred, and include visits, information-sharing meetings, and phased integration where necessary.

Recognising the views of children

The school will work to ensure that the children are involved in their own targets and their views are heard and shared in their plans and provision. We will support all learners to be independent and prepare them for their next stages of learning and life. We will always strive to obtain the views of children on the SEND register to contribute towards their annual reviews.

Parent Participation

At the Tweed Specialist Unit, we believe it's important to:

- Work in partnership with parents to support their child's learning
- Create a safe, respectful and inclusive environment for pupils, staff and parents
- Model appropriate behaviour for our pupils at all times

We highly value our relationships with the families of our pupils and encourage parents to be actively involved in the education of their children. Parents be kept informed about the special educational needs of their children in accordance with the recommendations outlined in the SEN Code of Practice.

To help us do this, we set clear expectations and guidelines on behaviour for all members of our community. This includes staff (through the staff code of conduct) and pupils (through our behaviour policy).

This code of conduct aims to help the school work together with parents by setting guidelines on appropriate behaviour.

Managing Pupils' Needs on the SEND Register

All children on the SEND Register will have a Pupil Passport, which details important information about the child, including their areas of strengths, skills and attributes, the pupils' views, their needs (specific to the areas of SEN), any targeted or personalised and any other professionals who have contact with the child.

Class teachers, parents, pupils and other professional will all contribute to the Pupil Passport. The Pupil Passport is designed to be a working document which is updated to reflect the current needs of the child.

Children may access interventions to support progress across the curriculum whilst not on the SEN register but are in receipt of OAP (ordinarily available provision), as such additional parental meetings/reviews to the regular school reporting schedule may not be held. The decision to include the child in the intervention but not place them on the register will be made by the SENCo and class teacher. Parental permission for certain interventions will always be requested if required.

Formal review meetings will take place regularly in line with identified needs and interventions/supports put in place. Class teachers are responsible for evidencing progress according to the outcomes described in the plan.

Class teachers are responsible for maintaining and updating Pupil Passport. These are then shared with everyone involved with the child. The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

Links with Multi-Agency services

We work very closely with other external agencies and professionals to support school, families and our work in various ways e.g.

- local community family workers,
- School Health,
- CYPS and therapy services

We also support families with referrals to services and appointments and have access to NCC SEND Choice Liaison officers who can help families with queries relating to admissions, referrals etc.

Criteria for Exiting the SEN Register/Record

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips

and physical education.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School With Medical Conditions which can be accessed online or physical copies may be requested via the school office.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014)
- parents are notified if the school decides to make SEND provision for their child they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The Head Teacher is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues working closely with the SENCo

- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools'
- SEND policy and the effects of inclusion policies on the school as a whole

The special educational needs co-ordinator (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Passports and SEN Support Plans,
- setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, interventions, etc
- contributing to the in-service training of staff
- liaising with the SENCos in receiving schools and/or other schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

TAs should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.
- TAs work as part of a team with the SENCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.

They play an important role in implementing Pupil Passports and monitoring progress.

Storing and Managing Information

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the school office; these cabinets are locked overnight. We also have secure online records.

SEND records will be passed on to a child's next setting when he or she leaves Tweed Learning Federation. The school has a Confidentiality policy which applies to all written and online pupil records.

Complaints

We highly value our relationships with the families of our pupils and encourage parents to talk with us informally to raise matters of concern with either the relevant member of staff or with Mr Hilton, head teacher, in order for us to be aware of problems and to work together to find a solution.

If an issue is not resolved at this stage, our Complaints Procedure can be requested at the school office or on our website.

Linked Policies/Documents

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Tweed Specialist School SEND Policy
- Complaints procedure
- Data Protection policy
- Equality Plan and Procedure
- Physical Intervention Policy
- Managing Medical Conditions in School policy
- Intimate Care policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

Appendix 1

The Tweed Learning Federations supports children with additional needs by following an **Assess-Plan-Do-Review (APDR)** model. This means that we:



- assessing any challenges to a child's learning i.e. working out what the issues are
- planning what will best help
- carrying out the plan
- reviewing how successful the plans have been i.e. has the child started to make progress

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs.

This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them (if the parents agree).

These assessments may include (but are not limited to):

- identification of need using Early Learning Foundation Stage Goals (EYFS)
- teacher/TA observations - ongoing
- Pupil Progress meetings
- informal and formal meetings with parents
- end of term assessments

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The class teacher should remain responsible for working with the child 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 pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's

progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

Appendix 2

Tweed Learning Federation Graduated Response

Most learners will have their needs met through the funding usually available to the school or setting.

All learners are entitled to quality first teaching within their classrooms.

There are then a number of 'stages' through which Tweed Learning Federation suggests your child progresses, depending on the success of the interventions that have been tried:

First/Initial Concerns

This is the first stage at which a concern is expressed either by school staff, parent or professional that a child is potentially facing challenges with learning and their progress is slower than would be expected. Some children at this level may be on a monitoring list, their progress being carefully tracking and reviewing.

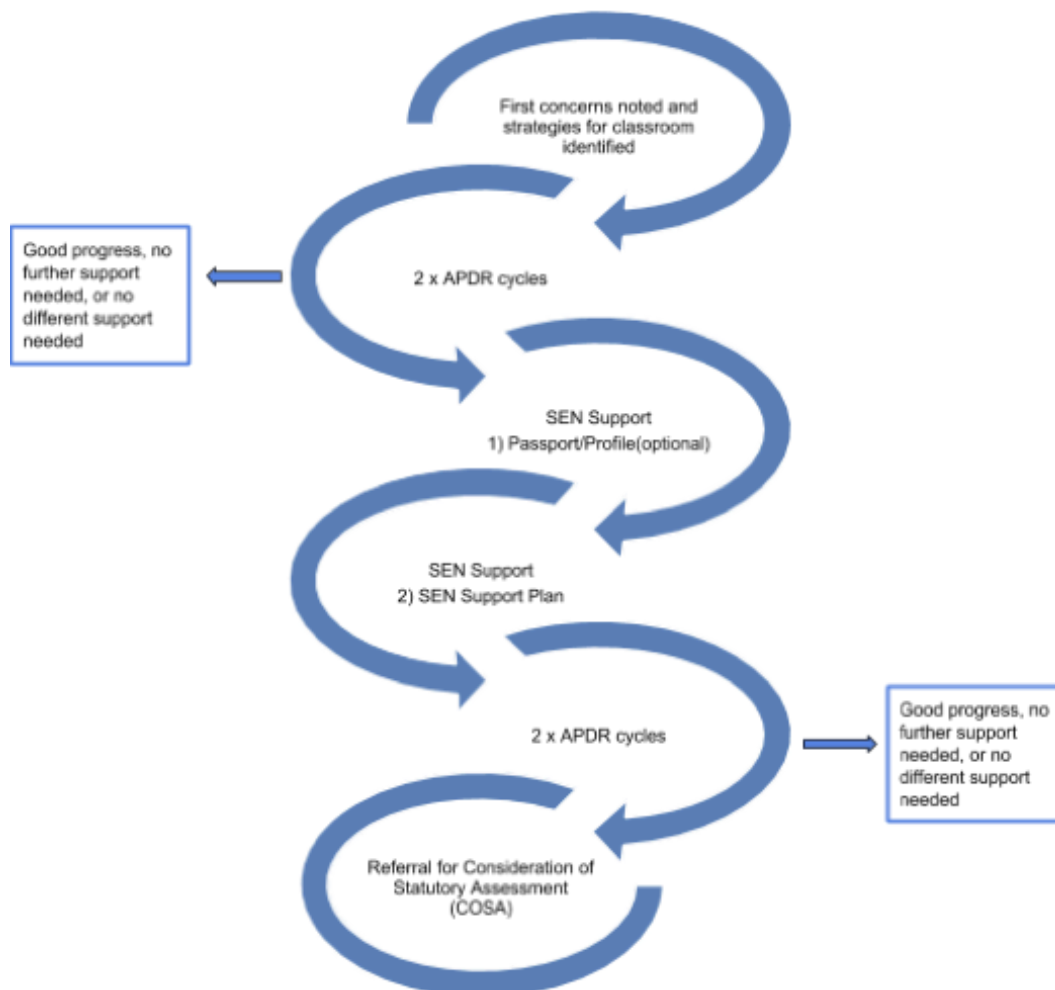
SEN Support - School Support Plan

At the early stages of SEN Support, parents may be invited to complete a school support plan with the SENCo and their child. This is a way of the school/setting recording a child's strengths and barriers to learning and planning and communicating the support and provision necessary. Following two cycles of this profile, if it is agreed at the review that progress is still not in line with what is expected, then the child should move onto:

SEN Support - SEN Pupil Passport

At this stage, a more structured and detailed plan should be made which allows the needs of the child to be set out clearly. Parents' views, and the child's, will be taken into account and there should be clear, measurable outcomes. Support at this stage may continue to come from within Tweed Learning Federation, but they also might call on outside specialists to advise them. This may include some individual support for learning, and more specialist interventions recommended by a suitably qualified person. This will all be detailed in the plan. The plan would run for at least two cycles, with a review process after each cycle involving all concerned.

If it is decided by all involved that sufficient progress is not being made, and the gap between the child and their peers is widening, it may be that everyone concerned feels that a multiagency assessment of need is required.



Consideration of Statutory Assessment (COSA)

The SENCo and class teachers work with specialists to select effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.