

# Special Educational Needs Policy and Report

On Track Education Wisbech

**Approved by:** Penny Harris (Director) Jane Cox (Director) **Date:** 5<sup>th</sup> May 2026

**Last reviewed on:** 1<sup>st</sup> September 2025

**Next review due by:** 5<sup>th</sup> May 2027

## 1. Aims

Our SEN policy and information report aims to:

- work towards providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs
- treating disabled pupils, no less favorably than those without a disability
- making reasonable adjustments to all policies, procedures and practices to ensure that a disabled pupil is not placed at a substantial disadvantage
- taking positive action with regard to disability embracing the spirit of the Equality Act 2010
- maintaining a culture of inclusion, support and awareness
- improving and maintaining access to the physical environment within the limitations of the physical structure of the buildings and other resources
- improving the delivery of written information to pupils, staff, parents and visitors
- maintaining an accessibility plan
- advancing equality of opportunity for all pupils

## 2. 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:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- 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 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.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

Yvonne Skillern is the school's newly appointed SENCO and she will oversee this area of responsibility with the assistance of the School Manager, Diane Woodward.

They will:

- › Work with the Directors to 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 pupils with SEN, including those who have EHC plans
- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority (LA) 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 pupils with SEN up to date

### **4.2 The Directors**

The Directors will:

- › Help to raise awareness of SEN issues
- › Monitor the quality and effectiveness of SEN and disability provision within the school
- › Work with the Education manager to determine the strategic development of the SEN policy and provision in the school

### **4.3 The SENCO and School Manager**

The SENCO and school manager will:

- › Work with the SEN proprietor to determine the strategic development of the SEN policy and provision within the school
- › Share responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist 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 pupil's progress and development, and decide on any changes to provision

- › Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 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 difficulties, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) Oppositional Defiance disorder (ODD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 5.2 Identifying pupils with SEN and assessing their needs

Pupils will already have been identified as having a SEN prior to being referred to us.

We will assess each pupil's current skills and levels of attainment on entry, through GL, BKS B and Reading assessments.

We will also complete Thrive behaviour assessments alongside Thrive profiling where we are able to profile areas of missed learning through early year's difficulty, and experienced trauma that may have further impact on social and communication skills. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil 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 pupil and their parents. 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.

### 5.3 Consulting and involving pupils and parents

Through data analyzing and observations, we are able to recognize areas of difficulty where we seek to meet with parents and the child having an early discussion seeking to identify whether they need special educational provision being put into place. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › We adapt how we communicate to ensure all present both parents and child understand the agreed outcomes sought for the child and possible changes being implemented to better meet the student's needs.
- › We share data collected through our analyzing which we proceed to talk through our findings with both parents and child.
- › Everyone is clear on what the next steps are

Notes of these early discussions are recorded, added to the pupil's record and given to their parents.

We will formally notify parents by inviting into school when it has decided that a pupil will receive SEN support.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the Education and School managers to carry out a clear analysis of the pupil's needs. Behaviour data will be collected. This will draw on:

- › The teacher's assessment and experience of the pupil
- › 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 parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil 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 pupil's progress.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

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

All pupils begin their careers learnings as early as possible based on individual needs; this allows longer periods for transitioning into their new settings when moving on. We work to support frequent visits through access to our HERA program to settings/provisions of known choices from students. This program provides real experiences in relationship to choices being made.

#### **5.6 Our approach to teaching pupils with SEN**

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

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Thrive sessions
- Wellbeing sessions
- Sensory
- Role-play
- Lego play
- Life skills

#### **5.7 Adaptations to the curriculum and learning environment**

On Track Wisbech school is an independent DFE registered, co-educational day school providing specialist education for students aged 11-16. We offer boys and girls with a range of special educational needs and diagnosis of communication difficulties, challenging behaviour, social, emotional and mental health difficulties and more complex needs, an opportunity to flourish in a more bespoke and individualised environment.

We have a dedicated 'Thrive room' which caters for students that need more of a sensory space to support their SEMH needs at any given time and to soothe and calm them when in a dysregulated state, as well as a welcoming group or individual Thrive meeting room.

Within our curriculum, we try to personalise it to meet the needs of individual students who will have the benefit of an experienced and knowledgeable staff team who are able to deliver a therapeutic and holistic educational experience. So although we have the core curriculum we will adapt and change it to support individual students needs termly, ½ termly, or even sooner, depending on the student's needs and progress

We always strive to enable students to reach their personal best and to focus toward a successful future, we take opportunities where possible to do adapt our learning environment and provide learning offsite in dedicated outdoor settings such as Forest school or offer cross-curricular OCL (Off-site community learning) visits or buying into alternative provisions that can support vocational learning.

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

- Differentiating our curriculum to ensure all pupils 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. Increase the extent to which disabled pupils can participate in the curriculum.

We have also sought to improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and the services provide.

We are working towards providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs

We are committed to treating disabled pupils no less favourably than those without a disability and making reasonable adjustments to all policies, procedures and practices to ensure that a disabled pupil is not placed at a substantial disadvantage.

As a result, we are taking positive action with regard to disability embracing the spirit of the Equality Act 2010 maintaining a culture of inclusion, support and awareness

## **5.8 Additional support for learning**

We have three Licensed Thrive practitioners one of whom is trained in Family Thrive further able to work directly with our students' families. Further approaches/interventions are wellbeing sessions, key working sessions, sensory play & role-play.

We have one of our Practitioners further trained in mental health.

Teaching assistants will support pupils on a 1:1 basis when they are unable to manage in a small group setting and benefit with a reduce level of disruption from others around them. This may also be required where students are feeling unable to access education within a school setting and receive education in an alternative setting. Teaching assistance will follow the lesson plan being instructed by the teacher as to the work being delivered and how this will be achieved meeting the students adapted needs.

Teaching assistants will support pupils in small groups when directed by the subject teacher to support students with specific learning.

We work with the following agencies to provide support for pupils with SEN: Children's services, Children's health consultants, CAMHS.

## **5.9 Expertise and training of staff**

Senior leaders/ Teacher / tutors / LSAs are all involved in supporting our students to the best of their ability and where training is required it is sort in a timely fashion.

Our School leader has 19 years' experience in children's services and 12 years' in leadership and behaviour auditing across education and home services. Experience in significant behaviour challenges seeking to communicate needs, alongside working directly with young people with SEMH & SEND needs with associated communication difficulties. Our School leader is also a Thrive Licensed Practitioner & CPI instructor.

Our staff are trained in CPI & Thrive yearly. We offer Brick based (Lego) therapy and Trauma informed sessions through our Licensenced Trauma informed Practitioner.

We use specialist staff to deliver Thrive, Mental health & Wellbeing, and our HERA program.

We are a "Thrive school of excellence".

## **5.10 Securing equipment and facilities**

As a school provision that specifically caters for pupils with SEMH needs, we purchase equipment that is necessary to facilitate the social, emotional and mental health needs of our students as well as facilitating the learning needs. Therefore, resources are purchased for students that will aid their progress as the need arises, for example; writing aids, laptops, fidget spinners, weighted blankets, and colored overlays – depending on the need of the student.

## **5.11 Evaluating the effectiveness of SEN provision**

As we are a small independent SEMH provision, we look to see if we are able to meet the students' needs when they are referred to us when then:

Evaluate the effectiveness of provision for pupils with SEN by ensuring:

- EHCP targets are shared with students every term and monitored by all staff to evidence of when these have been met.
- Reviewing of pupils' individual progress towards their goals each term
- Having regular staff meetings where individual pupil progress is discussed and purchasing of relevant equipment or facilities.
- Reviewing the impact of interventions after 2 to 3 weeks
- Using pupil questionnaires to gather feedback from the voice of the learner.
- Monitoring by the Education and School manager as well as Keyworkers and Thrive practitioners.
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans and PEPS for LAC pupils.

## **5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

As we are a small independent SEMH provision that solely caters for SEND pupils we look to see if we are able to meet the students' needs when they are referred to us we then ensure that:

All of our extra-curricular activities and school visits are available to ALL our pupils.

All pupils are encouraged to take part in sports & Leisure also life skills, preparing for post 16 pathway planning through our HERA program.

No pupil is ever excluded from taking part in activities because of their SEN or disability.

- Arrangements for the admission of disabled pupils are made without prejudice.
- All pupils with an education, health and care (EHC) plan that are referred to On Track Education will be considered and be given their opportunity to engage in all activities offered.

- As we are a small independent SEMH provision we look to see if we are able to meet the students' needs when they are referred to us when then:

As an SEMH school, we accept referrals on the basis of whether we can meet the need of individual students in relation to their SEN needs and if we were in the position of being oversubscribed then we would not discount offering a placement on the basis of a physical disability.

- We provide access for wheelchair users into both our school buildings. We also have toilet/s and washing facilities, which do not discriminate against less abled young people.
- Access into our car park allows parking for disabled access.
- Identified pupils are assessed for exam access arrangements.
- 1:1 teaching support is available at all times.

Our Accessibility plan can be found on our school website <https://ontrackededucation.com/wisbech>

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- On entry all pupils are allocated a key worker who advocates for the individual student. The staff member is the go to person for the student and will strive to build a social and emotional connection to establish a firm relationship as well as listen to their views and checks in with them every day to monitor their wellbeing.
- All pupils have Thrive sessions this can be within a 1:1 or a group session to help build on their resilience with social interactions relationship building with their peers
- Pupils with SEN are encouraged to be part of the school in their everyday learning both within school premises and off site within the local community during OCL sessions.
- Pupils with SEN are also encouraged to be part of our lunchtime clubs to promote teamwork/building friendships.
- Pupils also have regular PSHE and Citizenship lessons that promote social and emotional growth as well as addressing negative behavior such as bullying. We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

We strive to work closely with other bodies to support our students and in the past have sought the advice and support of Educational psychologists and where appropriate advised parents to seek GP support.

As a SEMH provision, we get referrals from Norfolk, Cambridgeshire, Peterborough, Lincolnshire Children's services, and work with them to place students appropriately and during the annual EHCP reviews.

We utilise the advice and support from Local Authorities Virtual school's representatives who may be able to offer guidance to support individual SEN pupils.

We have connections with social services and social work teams for our LAC students who have regular PEP reviews.

We also have a number of students who fall in to the category of CIN and require regular meetings that involve safeguarding, health and social care bodies.

We also, via Cambridgeshire social services, work alongside other agencies such as YPM and noise solutions to deliver an intervention package for one of our students.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the senior leadership team and in particular to the School Manager in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils 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 children. They can make a claim about alleged discrimination regarding:

- Suspension.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

## **5.16 Contact details of support services for parents of pupils with SEN**

As a SEMH SEN provision we are always available to support our parents directly via our school phone contact of 01945 580898 or our school website, we would point them in the right direction if we are unable to offer assistance.

Our provision sits on the border of two different local authorities and we also take children who are referred to us from another neighboring authority, therefore parents are directed to support services via:

### Cambridgeshire Children's services

#### **Cambridgeshire Children and Young People's Services Single Point of Access**

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Families and professionals can continue to access up to date advice, support and services by calling us **Monday to Friday 9am - 5pm** via:

0300 029 50 50

<http://www.cambridgeshire.gov.uk/SEND>

### Norfolk Children's services



*Children and families* **SEND** **NORFOLK** <https://www.norfolk.gov.uk/> or

**Norfolk SENDIASS 01603 704070** <https://www.norfolksendiass.org.uk/>

### Lincolnshire Children's services

<https://www.lincolnshire.gov.uk/safeguarding/report-concern>

**Lincolnshire safeguarding telephone line - 01522 782111 8am to 6pm or 01522 782333 (outside office hours)**

## Peterborough Children's services

Contact: 01733 863979 or email [SENDIASS@peterborough.gov.uk](mailto:SENDIASS@peterborough.gov.uk) (The service is available all year during office hours Mon - Fri and a 24 hour answering service is available. Please leave your name, number and a brief message and a member of the team will get back to you within the next 2 working days).

### **5.17 Contact details for raising concerns**

Diane Woodward designated safeguarding lead [dwoodward@ontrackededucation.com](mailto:dwoodward@ontrackededucation.com) 07935758084

Chelsea Munday [cmunday@ontrackededucation.com](mailto:cmunday@ontrackededucation.com) 07812396789

### **5.18 The local authority local offer**

Our contribution to the local offer is: found under SEN SEMH independent secondary school Cambridgeshire Children's services.

Our local authority's local offer is published here: <http://www.cambridgeshire.gov.uk/SEND>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Diane Woodward School Manager & Designated Safeguarding Lead **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Directors.

## **7. Links with other policies and documents**

This policy links to the following documents

- Accessibility plan
- Behaviour management policy
- Equality and diversity policy
- Supporting pupils with medical conditions policy