



SEND POLICY

Policy and Procedure no.

OP05

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1. INTRODUCTION

At Amberley Court School (ACS), we are committed to ensuring that every pupil achieves their full academic, personal, social and emotional potential. We provide a broad, balanced and ambitious curriculum alongside specialist provision that reflects each pupil's individual strengths, needs, aspirations and interests.

We recognise that pupils with Special Educational Needs and Disabilities (SEND) may experience additional barriers to learning and participation. Through personalised educational programmes, therapeutic support, effective safeguarding practices and partnership working, we seek to remove those barriers and promote positive outcomes, wellbeing, inclusion and successful preparation for adulthood.

In accordance with the SEND Code of Practice (0-25 years), the views, wishes and feelings of children and young people are central to all planning, decision-making and reviews relating to their education and support.

2. AIMS AND BENEFITS

To effectively implement this policy, ACS maintains local procedures where necessary to explain how this policy is applied in practice. This policy should be read alongside the school's safeguarding, child protection, behaviour, attendance, equality, accessibility and curriculum policies.

Although English as an Additional Language (EAL) is not in itself a Special Educational Need, some pupils with EAL may also have SEND and require additional support.

ACS is a specialist educational setting. Pupils placed at the school typically have an Education, Health and Care Plan (EHCP) or equivalent statutory plan within the relevant home nation. Provision is delivered in accordance with statutory requirements and the outcomes identified within each pupil's plan.

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 them.

A child or young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream educational settings.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for children and young people of the same age in mainstream settings.

ACS is committed to:

delivering high-quality, inclusive education and personalised support;
promoting the safety, welfare and wellbeing of all pupils;
working collaboratively with parents/carers, local authorities, health professionals and other agencies;
ensuring that pupils' voices, aspirations and outcomes remain central to planning;
preparing pupils for successful adulthood, including employment, independent living, community participation and maintaining good health.

PROCESSES

ACS maintains oversight of the statutory review process and works closely with local authorities, parents/carers and relevant professionals to ensure pupils' identified needs continue to be appropriately met.

Annual Reviews are conducted in accordance with statutory requirements and are used to:

- review progress towards agreed outcomes;
- evaluate the effectiveness of provision;
- consider any changes in needs, strengths or aspirations;
- review safeguarding, attendance, wellbeing and participation;
- identify any amendments required to the EHCP;
- plan effectively for the next stage of education and preparation for adulthood.

Pupil voice is actively sought and recorded before and during reviews through approaches appropriate to the young person's age, understanding and communication needs. The views, wishes and feelings of parents/carers are also gathered and considered as part of the decision-making process. [\[gov.uk\]](#), [\[gov.uk\]](#), [\[ipsea.org.uk\]](#)

Where amendments to an EHCP are recommended, ACS will provide supporting evidence and notify the relevant local authority in accordance with statutory review timescales.

From Year 9 onwards, Annual Reviews will place a specific focus on Preparation for Adulthood. Planning will consider:

- employment, further education and training opportunities;
- independent living skills;
- community inclusion and positive relationships;
- physical and emotional health and wellbeing.

Relevant agencies such as careers advisers, social care services, health professionals and transition teams will be invited where appropriate to support effective transition planning.

All pupils are assessed on admission to establish their educational, therapeutic, communication, social and emotional needs. Information gathered through assessment supports the development of personalised learning pathways and informs ongoing provision.

Targets and outcomes are developed collaboratively with pupils, parents/carers and professionals and are reviewed regularly through a graduated cycle of assessment, planning, implementation and review.

ACS ensures that all provision identified within a pupil's EHCP is translated into practical educational programmes and interventions which support progress towards agreed educational, social, emotional, communication, independence and preparation for adulthood outcomes.

In line with KCSIE 2026, safeguarding considerations are integral to all planning and review processes. Staff recognise that children with SEND can face additional safeguarding barriers and vulnerabilities. Safeguarding concerns will never be assumed to be solely attributable to a pupil's SEND, communication difficulty, diagnosis or disability.

3. RESOURCES

ACS is committed to ensuring that all pupils are provided with the staffing, specialist equipment, therapeutic input, assistive technology and learning environments required to support effective access to education.

Resources are matched to identified needs and reviewed regularly through assessment, monitoring, annual review processes and quality assurance activities.

Curriculum resources are designed to maximise accessibility, participation and achievement. The school promotes equality of opportunity and reasonable adjustments in accordance with the Equality Act 2010.

ACS adopts a personalised, holistic and evidence-informed approach to teaching and learning, including:

- high-quality adaptive teaching tailored to individual learning profiles;
- scaffolded learning opportunities and graduated support;
- use of visual supports, assistive technology, practical resources and multi-sensory approaches;
- speech, language and communication support where required;
- therapeutic interventions identified within EHCPs;
- opportunities to develop independence, resilience and self-advocacy;
- enrichment and outdoor learning experiences that promote wider development and wellbeing.

Coaches and teaching staff support pupils through adaptive teaching, structured interventions and graduated independence-building approaches, ensuring pupils are able to engage meaningfully with learning while progressing towards EHCP outcomes.

Progress towards EHCP outcomes is reviewed termly through assessment, PIES targets, progress monitoring activities, annual reviews and parental consultation meetings. Pupil voice remains central throughout this process.

Where appropriate, post-placement monitoring may be undertaken to evaluate the effectiveness of transition arrangements and support continuous improvement.

The school will work collaboratively with families, local authorities and partner agencies to identify and manage risks which may impact a pupil's education, wellbeing, attendance, safety or access to provision. Any necessary adjustments or contingency arrangements will be planned through a person-centred and risk-assessed approach.

Where remote education is required due to exceptional circumstances, the school will seek to ensure that reasonable adjustments and appropriate support are provided to enable ongoing participation and access to learning.

4. TRAINING

ACS is committed to maintaining a highly skilled workforce through ongoing professional learning and development.

Training opportunities include:

- a) External professional development programmes identified through appraisal, supervision and school improvement priorities.
- b) Whole-school training, INSET and safeguarding updates aligned to statutory responsibilities, school development priorities and emerging needs.
- c) Coaching, mentoring and professional collaboration with specialist practitioners, consultants and external agencies.
- d) Performance development processes that support reflective practice and continuous improvement.
- e) Mandatory safeguarding and child protection training, including SEND-specific safeguarding vulnerabilities, online safety, filtering and monitoring awareness, child-on-child abuse, mental health, attendance and contextual safeguarding.

f) Access to e-learning modules and specialist professional development relevant to individual roles and responsibilities.

All staff receive safeguarding training in accordance with KCSIE 2026 and receive regular updates throughout the academic year

5. MAINTAINING STABILITY OF SCHOOL PLACEMENTS

ACS believes that children and young people achieve their best outcomes when educated within a provision that appropriately meets their individual needs and enables them to feel safe, valued and successful.

The school is committed to maintaining stable placements wherever possible through early intervention, collaborative problem-solving, effective safeguarding, positive behaviour support, therapeutic approaches and partnership working with families and professionals.

Where concerns arise regarding the suitability of a placement, every effort will be made to identify additional support, reasonable adjustments and multi-agency interventions before alternative options are considered.

In the exceptional circumstance that a placement can no longer meet a pupil's needs safely or effectively, the school will work closely with the young person, parents/carers, local authority and other relevant professionals to support a planned, person-centred transition to the most appropriate provision.

Throughout this process, ACS will seek to promote dignity, inclusion, wellbeing, educational progress and positive long-term outcomes, ensuring that the voice of the child remains central to decision-making

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POSITION	Headteacher	NAME	James Eagle	SIGNATURE	J Eagle	DATE	01/09/2026
POSITION	Governor	NAME	Dave Johns	SIGNATURE	D Johns	DATE	01/09/2026
POSITION		NAME		SIGNATURE		DATE	