



Everly East

SEND Policy

2026-2027

Person responsible for the Policy:	Jack Beech
Date Written:	February 2026
Signed:	
Date for Review:	August 2026 (Reviewed) August 2027
Key Changes Made:	

Mission Statement

"The mission of The Everly East Academy is to provide a relational, holistic, empathetic, and bespoke alternative education for vulnerable students who cannot access mainstream education, aiming to make a positive impact on their lives and empower them for a brighter future."

Principles – The Key Values Upon Which the School Will Be Based

The school will be necessarily *Trauma Informed and Attachment Aware* and promote positive mental health through a therapeutically informed whole school offer. The principle of *Unconditional Positive Regard* for all pupils is essential, as are the essential application of Relational and Restorative practices. Staff will be reflective practitioners who aspire to contribute to an ever-changing and evolving psycho-educational environment and curriculum.

Promote the learning pathway of:

- Attending
- Engaging
- Behaving
- Progressing
- Attaining
- Accrediting
- Transitioning
- Sustaining

1, Care

We place relationships and wellbeing at the centre of everything we do, creating a safe, supportive and relational environment where every student feels known, respected and valued.

2, Growth

We nurture resilience, self-belief and personal development, supporting every young person to overcome barriers and recognise their potential.

3, Aspiration

We inspire pupils to believe in themselves and their future, equipping them with the knowledge, skills and confidence to lead positive and meaningful lives.

Our key goals:

- To provide a happy and secure and nurturing environment for learning, providing for the individual needs of all children, enabling them to reach their potential. To have high expectations for all children, in all aspects of their development.
- To provide opportunities for children to achieve success; this is frequently celebrated and enhanced through a wide range of experiences, activities, and enriched learning and is celebrated through both extrinsic and intrinsic mediums like a token economy or keyworker feedback to parents/carers.

- To provide holistic care, support, and guidance in partnership with parents/carers and inter-agency co-operation. To prepare children for their next stage of learning, preparation for adulthood, to be as independent as possible, working towards being responsible citizens.
- To promote the building of relationships with peers and staff, good manners and mutual respect. Mutual respect, support, and challenge run through all aspects of our work.

Our Aims:

- To provide a happy and secure and nurturing environment for learning, providing for the individual needs of all children, enabling them to reach their potential. To have high expectations for all children, in all aspects of their development.
- To provide opportunities for children to achieve success; this is frequently celebrated and enhanced through a wide range of experiences, activities, and enriched learning and is celebrated through both extrinsic and intrinsic mediums like a token economy or keyworker feedback to parents/carers.
- To provide holistic care, support, and guidance in partnership with parents/carers and inter-agency co-operation. To prepare children for their next stage of learning, preparation for adulthood, to be as independent as possible, working towards being responsible citizens.
- To promote the building of relationships with peers and staff, good manners and mutual respect. Mutual respect, support, and challenge run through all aspects of our work.

We want children to:

- Be the best they can
- Enjoy school
- Be as independent as possible, resilient and respectful of self and others
- Be happy and confident
- Feel safe and secure
- Build relationships with peers and adults
- Be ready for their next life stage

Introduction

Everly East's Special Educational Needs Coordinator (SENDSCO) is Jack Beech (Headteacher). Please contact jbeech@everlyacademy.co.uk regarding any queries surrounding SEND provision.

The whole team at Everly East is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified Teachers and Teaching Assistants who have experience working specifically within the field of Social, Emotional and Mental Health. The school will provide a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of Everly East life are inclusive, and the teaching is tailored towards individual learning, providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos through relational approaches to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

Policy Aims

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all students requiring SEN provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet student need
- We recognise that all students will have varied special needs during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.
- We aim to provide the best possible care and education to all of our students. Therefore, we are committed to adhering to the Special educational needs and disability code of practice: 0 to 25 years (2015).

Admissions Statement

No student will be refused admission to school on the basis of their special educational need. In line with the [SEN and Disability Act](#), we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Management of SEN at Everly East

The day-to-day implementation of the policy will be led by the Special Educational Needs and Disabilities Co-ordinator. The management of SEND is supported by the administration staff and teaching staff taking pastoral responsibility for allocated cohorts.

All school staff have a responsibility for students with SEND in their class, to ensure Quality First Teaching with differentiation and personalisation in order to meet need.

Staff are aware of their responsibilities towards students with SEND. A positive and sensitive attitude is shown towards all students by adults in school through the ethos of relational practice. Staff responsibilities are identified in individual job descriptions. All students will have Student Profiles which the Headteacher supported by class teachers will create, so that staff have first hand, up to date information about each and every child.

Headteacher and SENDCO Responsibilities

- Overseeing the day-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing Teaching Assistants
- Overseeing the records on all children with SEN

- Liaising with parents of children with SEN (in conjunction with staff)
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology Services, health and social services, and voluntary bodies
- Liaising with the relevant Designated Member of staff where a Cared for Child has SEN
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Liaising with potential next providers of education to ensure a student and their parents are informed about their options, and a smooth transition is planned
- Working with the Headteacher and Associates of the LSB to ensure that the school meets its responsibilities under the [Equality Act \(2010\)](#) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEN up to date

Identification and Assessment

We accept the principle that students' needs should be identified and met as early as possible, wherever possible. At Everly East, our consultation and admissions process promote an in-depth collection of information to identify SEND.

There are four areas of need as stated in the [SEND Code of Practice, 2014](#)

Whilst these four areas broadly identify the primary need of a student, we also consider the needs of the whole child, which may also impact on a student's progress.

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties
- Sensory and/or Physical.

Whilst these four areas broadly identify the primary need of a student, we also consider the needs of the whole child, which may also impact on a student's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Cared for Child (CfC/LAC)
- Being a child of a service woman/man.

We use a number of additional indicators of special educational needs:

- The analysis of data, including entry baselines, SATs, reading ages, CAT tests, NGRT. NGST, annual and termly student assessments **(This area will be reviewed upon cohort roll and specific cognition and learning needs)**
- The use of our local authority SEND criteria
- The following up of teacher concerns
- The following up parental concerns
- Tracking individual student progress over time

- Information from previous schools on transfer
- Information from other services

The Headteacher maintains the provision map which shows the area of need for each pupil which is regularly updated when new information is given.

Curriculum Access and Provision

In order to meet the learning needs of all students, Teachers adapt the work to meet individual learning needs and to mark work effectively.

Where students are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for students is related specifically to their needs

A provision map records the primary and secondary needs of all pupils.

The range of provision may include:

- Specialised Teachers with experience working with students who have SEMH as a primary need
- Smaller class ratio's with 7:2 Student: Teacher/Teaching Assistant
- Small group withdrawal with Teaching Assistants
- Reactive Curriculum
- Individual class support
- Needs led approaches to adapt the curriculum such as the 'Reactive Curriculum'
- Further differentiation of resources
- Study buddies/peer mentors
- Interventions in Literacy, Numeracy and SEMH
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment or staff training

Monitoring Student Progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour

- Emphasises relative progress

Record Keeping and Review Documentation

The school will record the steps taken to meet students' individual needs via in-depth review documentation and tracking. Each student will be allocated an EHCP annual review but a more consistent review pattern will take place directed by student need or parental request. The Headteacher will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- Parent/Carer Voice
- Student Voice
- Progress Information and Data
- External Agency Input
- Plan/Do/Review Section
- Student Targets
- Actions Tracker

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting students' needs. If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support and amend provision via intervention. The class teacher will remain responsible for planning and delivering individualised programmes but will have support by the SLT. Parents will be closely informed of the action and results.

Particularly targeted intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

In such cases a cycle of assess, plan, do, review will be implemented to identify key concerns and strategies in order to support the needs of the student and promote progression.

Parental consent is sought before any external agencies are involved. The resulting Individual Education and Support Plans may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults

Targets and Student Profiles

All students will have Individual Education and Support Plans which set out targets and any provision made that is additional to and different from usual classroom provision.

For students with an EHCP, provision will meet the recommendations on the plan.

Strategies for students' progress will be recorded in Individual Behaviour Plans or School Focused Plans containing information on:

- **Student Profile**
- **Likes/Dislikes**
- **Student Targets**
- **Quality First Teaching Strategies**
- **Tried and Tested Teaching Strategies**
- **Provision**

Individual Behaviour Plans and School Focused Plans will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the student's needs. Targets set will be focused on academic, personal/social and emotional development. Student Profiles will be created through discussion with both the student and the parent or carer.

Revision of Education Health Care Plans

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Or shorter term
- Established through parental/student consultation
- Set out in Individual Education and Support Plans
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

EHCPs must be reviewed annually. The SENDCo will organise these reviews and invite:

- The student's parent
- The student if appropriate
- The relevant teacher or school support staff
- A representative from the Local Authority SEN Team
- An Educational Psychologist (if involved)
- Any other person/professional the SENDCo or parent/carers considers appropriate

Review aims are to:

- Assess the student's progress in relation to the objectives on the EHCP
- Review the provision made to meet the student's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the student's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year. LA support is also requested for leavers to facilitate progression post 16.
- Consider appropriate targets for Post 16 destination if student is in Year 11

At Key Stage Phase Transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the SEND Code of Practice, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

Co-Production and Parental Partnership

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services.

Student Involvement

We recognise that all students have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all students are involved in monitoring and reviewing their progress.

We endeavour to fully involve all students by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition, students who are identified as having SEND are invited to participate in:

- Individual Education and Support Plan reviews and setting of individual targets
- Regular meetings/communication with named adults

- Where appropriate, working with learning mentors or Teaching Assistants
- Annual review

Purpose Built Facilities

The school has the following special facilities:

- Disabled toilets with hand rails;
- All classrooms are: carpeted (excluding practical areas), high frequency lighting.
- Individual adaptations will be made for specific students e.g. chair supports and individual work stations as required.

Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services. For our students any one or more of the following agencies may be involved (this is not an exhaustive list):

- Educational Psychologist
- School Nurse
- Paediatricians
- Social Care
- Youth Support
- CAMHS
- Substance misuse support teams
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

Transition

We understand that transition can be a turbulent time for students. We will offer a bespoke and extended transition period for all new students. All information will be gathered and cascaded to staff in order for them to deliver a tailored curriculum with targeted support. The Head will visit the student, at home and in their current placement. As well as this the Head will liaise with any relevant agencies to gather as much information as possible in relation to strategies and assess, plan, do review cycles that have previously taken place. During this transition period a Student Profile will be produced and shared with staff. The success of our students is paramount, our aim is to ensure our students are equipped to become successful and contributing members of society. We want to inspire and motivate our students and so will offer a varied curriculum and access to vocational subjects at Key Stage 4. In the future, we will offer targeted support and advice to all our Year 11 students with regard to their future options, this will be through our PHSRE programme, key speakers in assemblies, support with visits to further education or apprenticeship providers.

Resources

The provision for SEND is funded through the main revenue budget for the school and students who receive additional funding. Funds are deployed to implement the SEND policy and to support individual students.