



SEND & INCLUSION POLICY

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1. Policy Statement

Raise Education & Wellbeing School is committed to providing high-quality, inclusive education for all students, including those with special educational needs and/or disabilities (SEND).

We believe that every student is unique and has the right to an education that enables them to achieve their best, develop confidence and independence, experience success and make a successful transition into adulthood.

Our approach recognises that many of our students have experienced significant disruption to education and may present with complex social, emotional and mental health (SEMH) needs, neurodiversity, communication differences, sensory needs, specific learning difficulties and/or other barriers to learning.

We therefore provide a therapeutic, relational and adaptive learning environment in which educational, therapeutic, pastoral and specialist support work together.

At Raise, inclusion does not mean that every student accesses learning in the same way. It means that every student is supported to access an appropriate, ambitious and meaningful curriculum through the right combination of teaching, adaptation, relationships, intervention and specialist support.

Our SEND provision is therefore embedded within the whole-school approach rather than operating as a separate or additional service.

The school is committed to:

- identifying needs as early as possible;
- removing barriers to learning and participation;
- providing high-quality adaptive teaching;
- making appropriate reasonable adjustments;

- delivering provision identified within students' Education, Health and Care Plans (EHCPs);
- using evidence-informed interventions and specialist support where required;
- listening to students and involving them in decisions about their education;
- working collaboratively with parents/carers, Local Authorities and other professionals;
- monitoring the impact of SEND provision on progress, engagement, wellbeing and preparation for adulthood; and
- ensuring that students are supported to develop the skills, confidence and independence required for their next stage of life.

These principles are consistent with the SEND Code of Practice and the school's duties under the Equality Act 2010 and Independent School Standards.

2. Aims

The aims of this policy are to ensure that:

1. students with SEND receive an appropriate, ambitious and high-quality education;
2. barriers to learning, attendance, participation and inclusion are identified and addressed;
3. teaching is adapted appropriately to individual needs;
4. students receive provision that reflects their EHCP outcomes and identified needs;
5. additional interventions are purposeful, evidence-informed and monitored for impact;
6. students and their parents/carers are active participants in planning and reviewing provision;
7. education, health, care and therapeutic professionals work collaboratively where appropriate;
8. staff have the knowledge, skills and confidence to meet the diverse needs of students;
9. SEND provision is monitored and evaluated at individual, team and whole-school level;
10. students develop increasing independence and are appropriately prepared for adulthood; and
11. the school meets its statutory and regulatory responsibilities relating to SEND and disability.

3. Legislative and Regulatory Framework

This policy has regard to the relevant statutory and regulatory framework, including:

- Children and Families Act 2014;
- Education Act 1996;
- Equality Act 2010;
- SEND Code of Practice: 0–25 years;
- Independent School Standards Regulations 2014;
- relevant statutory guidance relating to safeguarding, attendance, exclusions and children in care; and
- the inspection framework applicable to non-association independent schools.

4. Definition of Special Educational Needs and Disability

A student has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A student is considered to have a learning difficulty or disability where 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.

SEND may occur across one or more of the four broad areas identified within the SEND Code of Practice:

4.1 Cognition and Learning

This may include:

- specific learning difficulties;

- literacy and numeracy difficulties;
- processing difficulties;
- working memory difficulties;
- difficulties with executive functioning; and
- gaps in learning arising from disrupted educational experiences.

4.2 Communication and Interaction

This may include:

- speech, language and communication needs;
- social communication differences;
- autism spectrum conditions;
- difficulties understanding or expressing language; and
- difficulties with social interaction.

4.3 Social, Emotional and Mental Health

This may include:

- emotional regulation difficulties;
- anxiety;
- attachment-related needs;
- trauma-related difficulties;
- difficulties with relationships;
- mental health needs;
- behavioural presentation associated with underlying need; and
- difficulties with engagement, attendance or participation.

4.4 Sensory and/or Physical Needs

This may include:

- sensory processing differences;
- visual or hearing impairment;
- physical disabilities;
- motor coordination difficulties; and
- other sensory or physical needs affecting access to education.

Needs frequently overlap across these areas. Raise therefore considers the whole student rather than treating areas of need in isolation.

5. Identification and Assessment of Need

Raise uses a graduated and responsive approach to identifying and meeting SEND.

Information considered may include:

- EHCPs and statutory assessment information;
- information received during admission;
- previous educational records;
- attainment and progress information;
- observations of learning and behaviour;
- attendance and engagement information;
- communication and interaction;
- sensory presentation;
- student and parent/carers views;
- assessment information;
- therapeutic and clinical information where appropriately shared;

- advice from external professionals; and
- information emerging through the student's experience of school.

Although students may enter Raise with identified needs and, in many cases, an EHCP, needs can change over time. As students develop, mature and experience different demands, additional needs may become evident.

The school therefore maintains a process of ongoing identification rather than treating assessment as something that happens only at admission.

Where a concern is identified, staff will consider whether the student's current provision remains appropriate and whether additional assessment, adaptation, intervention or specialist advice is required.

6. The Graduated Approach – Assess, Plan, Do, Review

Raise uses the **Assess, Plan, Do, Review** cycle to ensure that provision remains responsive to students' changing needs.

Assess

The school gathers and considers information about the student's:

- strengths and interests;
- learning and attainment;
- communication and interaction;
- social and emotional development;
- sensory and physical needs;
- attendance and engagement;
- behaviour and regulation;
- relationships;
- independence; and

- wider circumstances.

Assessment may include information from teachers, SENCo, intervention staff, therapeutic professionals, parents/carers, students and external agencies.

Plan

Where additional or different provision is required, this is identified and planned.

Planning will consider:

- the student's identified needs;
- EHCP outcomes and provision;
- barriers to learning;
- appropriate adaptations;
- intervention or specialist support;
- environmental and sensory adjustments;
- the role of staff supporting the student;
- intended outcomes; and
- how impact will be evaluated.

Students and parents/carers will be involved in planning wherever appropriate.

Do

Agreed provision is implemented through the student's curriculum, learning environment, relationships, interventions and wider support.

Responsibility for meeting SEND does not rest solely with the SENCo. Teachers, intervention staff, learning support staff and other professionals all have responsibility for implementing appropriate provision.

Review

The impact of provision is reviewed using appropriate evidence.

This may include:

- progress and attainment;
- engagement and participation;
- attendance;
- behaviour and regulation;
- wellbeing;
- independence;
- communication;
- student voice;
- parent/carer feedback; and
- professional observations or assessments.

Where provision is not having the intended impact, it will be adapted.

7. Education, Health and Care Plans

Where a student has an EHCP, the school will use the plan as a key source of information about the student's special educational, health and care needs, outcomes and required provision.

The school will:

- ensure staff understand relevant aspects of the EHCP;
- translate EHCP outcomes and provision into meaningful educational practice;
- maintain a system for monitoring the delivery of the special educational provision specified in Section F of EHCPs;

- identify where provision is not being delivered, is no longer appropriate or is not having the intended impact;
- review progress towards outcomes;
- involve students and parents/carers in reviewing provision;
- work with the Local Authority and relevant professionals; and
- contribute to statutory Annual Reviews within required timescales.

EHCP provision will be considered alongside the student's current presentation and needs. Where there is evidence that a student's needs or circumstances have changed, the school will work with the Local Authority and relevant professionals to consider whether amendments to the EHCP are required.

8. The Raise Model of Inclusion

SEND provision at Raise is embedded within the **Raise Model of Inclusion**.

The model recognises that students may require different levels and types of support at different points in their educational journey.

The overarching aim is progression towards increased confidence, participation, independence and access to the school's core curriculum and wider opportunities.

The model includes:

Connection

Students develop relationships, safety, belonging and confidence within school.

Enhanced Support

Where additional support is required, students may access enhanced provision through pathways such as:

- Compass;
- Horizon; and
- REACH

Enhanced support is not viewed as a lower curriculum. It is a means of removing barriers and enabling students to reconnect with learning and move forward. It acknowledges that, at this stage in their education, some students require higher levels of adult support.

Growing Confidence

Students who are developing their capacity to engage with a broader curriculum, with reduced dependency on adult support, may access appropriate provision through the relevant Growing Confidence form groups, including:

- Pioneer;
- Aspire;
- Ignite;
- Evolve; and
- The Forge.

The precise form group is determined by the student's needs, readiness, strengths, progress and next steps.

Core Curriculum

Students remain entitled to the school's curriculum regardless of the pathway through which they access it. The pathway determines the level and type of support required to access learning; it does not represent a separate or lesser curriculum.

Movement through the model is not necessarily linear. Students may require different levels of support at different times.

Curriculum Access and Adaptive Teaching

Raise provides a broad and adaptive curriculum designed to meet the needs of students with complex SEND and SEMH profiles.

The curriculum includes appropriate academic, personal development, therapeutic, enrichment, vocational and preparation-for-adulthood opportunities.

Teaching is adapted according to:

- SEND;
- developmental stage;
- prior attainment;
- gaps in learning;
- communication needs;
- sensory needs;
- emotional readiness;
- regulation;
- interests and strengths; and
- the student's individual learning profile.

Students may access learning through:

- whole-class teaching;
- small-group learning;
- individual teaching;
- practical learning;
- vocational learning;
- outdoor and experiential education;
- forest and wilderness-based learning;
- therapeutic activity;
- community-based learning;

- outreach;
- blended learning; and
- other appropriately adapted arrangements.

The method of accessing learning may differ, but expectations for progress, participation and development remain ambitious.

10. Therapeutic and Relational Practice

Raise recognises that emotional safety, relationships and readiness to learn are fundamental to educational progress for many of our students.

Therapeutic thinking is therefore integrated into everyday educational practice.

The school draws on a range of evidence-informed approaches, which may include:

- trauma-informed practice;
- compassion-focused approaches;
- PACE;
- the Thrive Approach;
- SPELL;
- Zones of Regulation;
- restorative practice;
- positive behaviour support;
- Team Teach;
- mindfulness approaches;
- sensory-informed practice; and
- other approaches informed by professional advice and student need.

Specialist professionals may contribute to provision including:

- psychotherapists;
- educational psychologists;
- occupational therapists;
- speech and language therapists;
- specialist teachers;
- inclusion teaching practitioner;
- art therapists;
- wilderness therapist and outdoor practitioners; and
- other appropriately qualified professionals.

Therapeutic provision does not replace education. It is integrated with education to help students develop the capacity to engage, learn, communicate, regulate and become increasingly independent.

11. The Circle of Adults

Raise uses a **Circle of Adults** approach to coordinate the support around each student.

The circle may include:

- form teacher;
- subject teachers;
- inclusion teaching practitioner;
- teaching assistants;
- senior intervention practitioners;
- intervention support practitioners;
- Thrive practitioner;
- SENCo;
- social worker;
- therapeutic professionals; and

- other relevant professionals.

The purpose of the Circle of Adults is to ensure that adults understand the student's needs and work collaboratively rather than providing disconnected interventions.

The principle is:

the right person, at the right time, in the right way.

The Circle of Adults supports:

- communication;
- consistency;
- attendance;
- engagement;
- regulation;
- learning;
- relationships;
- independence; and
- preparation for adulthood.

Where concerns arise, the relevant members of the Circle of Adults should work together to understand the underlying need and determine an appropriate response.

12. SEND Interventions and Specialist Provision

Additional interventions are provided where assessment indicates that they are required.

Interventions may address:

- cognition and learning;
- literacy and numeracy;
- communication;
- social communication;
- emotional regulation;
- sensory processing;
- executive functioning;
- social and relationship skills;
- independence;
- preparation for adulthood; and
- other identified areas of need.

Interventions have:

- a clearly identified purpose;
- an identified student need;
- appropriate professional or evidence-informed rationale;
- clear intended outcomes;
- an identified member of staff responsible;
- appropriate recording; and
- a process for reviewing impact.

Interventions should not unnecessarily remove students from high-quality teaching or wider curriculum opportunities.

Where specialist professional advice is provided, staff should incorporate relevant strategies into everyday practice wherever appropriate.

13. Student Voice and Participation

Raise recognises students as active participants in decisions about their education.

Students should be supported to express their views about:

- their strengths;
- their needs;
- what helps them learn;
- what makes learning difficult;
- their relationships and support;
- their goals;
- their EHCP outcomes;
- their progress; and
- their aspirations for adulthood.

Student voice may be gathered through:

- direct discussion;
- review meetings;
- Annual Reviews;
- questionnaires;
- individual planning;
- observation;
- communication systems;
- advocacy; and
- other approaches appropriate to the student's communication needs.

The way student voice is obtained should be adapted to ensure that communication differences do not prevent meaningful participation.

14. Partnership with Parents and Carers

Parents and carers are important partners in supporting students with SEND.

Raise will seek to maintain open and constructive communication with parents/carers regarding:

- identified needs;
- progress;
- provision;
- significant changes;
- interventions;
- EHCP reviews;
- transition;
- attendance and engagement; and
- preparation for adulthood.

Parents/carers will be invited to contribute to relevant planning and review processes.

Where there are differences of view, the school will seek to understand the concerns, communicate clearly and work towards an appropriate resolution.

Complaints relating to SEND provision will be managed in accordance with the school's Complaints Policy.

15. Multi-Agency Working

Many students at Raise require support from more than one professional or service.

The school therefore works collaboratively with relevant:

- Local Authority SEND teams;
- social care;
- health services;
- CAMHS and other mental health services;

- speech and language therapists;
- occupational therapists;
- educational psychologists;
- specialist teachers;
- therapists;
- careers and preparation-for-adulthood services; and
- other agencies involved in supporting the student.

Information will be shared appropriately and lawfully, with due regard to safeguarding, confidentiality and data protection requirements.

Multi-agency involvement should contribute to a shared understanding of the student's needs and a coordinated plan rather than creating multiple disconnected interventions.

16. Annual Reviews of EHCPs

The school's Annual Review process is co-ordinated through the SEND & Inclusion team, with responsibilities allocated according to the complexity of the student's needs and the capacity and expertise of the staff involved. The SENCo provides professional oversight of the process. Complex, high-risk or contested Annual Reviews may be led directly by the Assistant Head of School - SEND & Inclusion or Head of School.

The school will undertake EHCP Annual Reviews in accordance with statutory requirements.

The Annual Review process will:

1. consider progress towards EHCP outcomes;
2. review the effectiveness and appropriateness of current provision;
3. consider the student's views;
4. consider parent/carer views;
5. consider relevant professional advice;
6. identify changes in need or circumstances;

7. consider whether outcomes remain appropriate;
8. identify any amendments to provision or outcomes that may be required; and
9. consider the student's next steps and longer-term aspirations.

The SENCo will provide professional oversight of the Annual Review process, with operational coordination delegated to appropriately trained members of the SEND & Inclusion team.

Where amendments to the EHCP may be required, the school will liaise with the Local Authority through the appropriate process.

Annual Reviews should be forward-looking and should contribute to meaningful progress rather than being treated solely as a compliance exercise.

17. Transition and Preparation for Adulthood

Preparation for adulthood is a central part of SEND provision at Raise.

Planning should consider the student's development of:

- independence;
- communication;
- self-advocacy;
- emotional resilience;
- social skills;
- life skills;
- employability;
- vocational skills;
- community participation;
- healthy relationships;
- decision-making; and

- appropriate post-16 and post-19 destinations.

Transition planning should begin sufficiently early to allow students and families to prepare for significant changes.

Transitions may include:

- admission to Raise;
- movement between groups or pathways;
- changes between key stages;
- movement between sites;
- changes in staffing or provision;
- transition to post-16 education or training;
- transition into employment or supported employment;
- transition to adult services; and
- leaving school.

Transition support may include:

- visits;
- gradual introductions;
- visual information;
- social stories;
- meetings with receiving settings;
- information sharing;
- personalised transition plans;
- increased independence opportunities; and
- multi-agency planning.

18. Monitoring Progress and Evaluating Impact

SEND provision will be monitored at individual, team and whole-school level.

The school will consider a range of evidence, including:

- academic progress;
- progress towards EHCP outcomes;
- attendance;
- engagement;
- behaviour and regulation;
- communication;
- wellbeing;
- independence;
- participation in the wider curriculum;
- intervention outcomes;
- student voice;
- parent/carer feedback; and
- professional advice.

The purpose of monitoring is not simply to demonstrate that provision has been delivered. The school will seek to establish whether provision is **making a meaningful difference** to the student's progress, inclusion, wellbeing and longer-term outcomes.

Where provision is not achieving the intended impact, the school will consider:

- whether the student's needs have changed;
- whether the provision is being implemented consistently;
- whether teaching needs to be adapted;
- whether an intervention should be changed;
- whether additional specialist advice is required; or
- whether the EHCP or placement requires review.

19. Record Keeping and Information Management

SEND information will be recorded and maintained appropriately.

This may include:

- EHCPs;
- Annual Review documentation;
- assessment information;
- intervention records;
- professional reports;
- relevant meeting records;
- student voice;
- parent/carer views;
- provision plans;
- progress information; and
- transition documentation.

Records should be:

- accurate;
- relevant;
- current;
- securely stored; and
- accessible to staff who require the information to fulfil their role.

Information will be handled in accordance with the school's data protection, confidentiality and information-sharing requirements.

20. Accessibility and Reasonable Adjustments

Raise recognises its duties under the Equality Act 2010.

The school will make reasonable adjustments to ensure that disabled students are not placed at a substantial disadvantage in accessing education and school life.

Adjustments may relate to:

- teaching;
- assessment;
- communication;
- physical access;
- sensory environment;
- timetabling;
- the learning environment;
- resources;
- participation;
- behaviour support; and
- access to wider school activities.

The school's Accessibility Plan will identify and monitor relevant actions relating to physical access, curriculum access and access to information.

21. Staff Training and Development

All staff have a responsibility for meeting the needs of students with SEND.

Staff induction and continuing professional development will support staff to understand:

- the SEND profile of the school;
- individual student needs;
- adaptive teaching;
- communication;
- sensory needs;
- SEMH and relational needs;
- trauma-informed practice;
- positive behaviour support;
- reasonable adjustments;
- safeguarding;
- relevant EHCP provision; and
- the principles of the Raise Model of Inclusion.

Specialist training will be provided where appropriate in response to the needs of individual students or the wider school population.

The school recognises that staff confidence and consistency are important components of effective SEND provision.

22. Equality, Inclusion and Anti-Discrimination

Raise is committed to promoting equality and eliminating discrimination.

Students with SEND and/or disabilities should have equitable access to:

- education;
- the curriculum;
- enrichment;
- therapeutic provision;
- vocational opportunities;
- social activities;

- community experiences; and
- preparation for adulthood.

The school recognises that equality does not always mean treating every student identically. Appropriate differentiation, adaptation and reasonable adjustment may be required to achieve equitable participation.

23. Admissions

Admissions are managed in accordance with the school's Admissions Policy.

Where information is available regarding a student's SEND, the school will consider the student's needs, EHCP and required provision as part of the admissions process.

The school will seek to establish whether it can appropriately meet the student's identified needs and provide the education and support required.

Where additional information is required, the school may seek clarification from the placing Local Authority, parents/carers and relevant professionals.

24. Roles and Responsibilities

24.1 A Whole-School Responsibility for SEND

SEND is the responsibility of the whole school.

While the school has designated specialist SEND leadership, meeting the needs of students with SEND is not the sole responsibility of the SENCo or SEND team.

All members of staff have a responsibility to understand and respond appropriately to the SEND needs of the students with whom they work.

The school operates a **distributed model of SEND responsibility**, in which responsibility is shared across teachers, pastoral and therapeutic staff, SEND staff and the wider Senior Leadership Team.

This ensures that:

- SEND provision is embedded within everyday teaching and learning;
- students receive support from staff who know them well;
- statutory and operational SEND work is distributed appropriately;
- individual caseloads remain manageable;
- complex cases receive an appropriate level of senior oversight; and
- the school retains effective professional and strategic oversight of SEND.

24.2 Proprietor / Board

The Proprietor and Board are responsible for ensuring that Raise fulfils its statutory responsibilities in relation to SEND and has appropriate systems, staffing and resources to provide effective SEND and inclusion provision.

They will:

- oversee compliance with statutory SEND duties;
- ensure appropriate resources and staffing are available;
- monitor the effectiveness of SEND and inclusion provision;
- provide appropriate challenge and support to school leaders; and
- ensure that this policy is reviewed appropriately.

24.3 Head of School

The Head of School has overall responsibility for ensuring that students with SEND receive appropriate education and support and that an inclusive culture is embedded throughout the school.

The Head of School will:

- provide overall leadership and accountability for SEND and inclusion;
- ensure appropriate staffing, resources and systems are in place;
- monitor educational outcomes and the effectiveness of provision;
- ensure that SEND is embedded within the school's wider educational, therapeutic, pastoral, attendance, behaviour and safeguarding systems;
- provide leadership oversight of significant or high-risk SEND matters; and
- work with the Assistant Head of School – SEND & Inclusion and SENCo to address areas requiring improvement.

24.4 Assistant Head of School – SEND & Inclusion

The Assistant Head of School – SEND & Inclusion provides **strategic leadership, senior professional oversight and quality assurance for SEND and inclusion across the school.**

The postholder is a qualified SENCo and provides senior professional expertise while working alongside the SENCo and wider SEND team.

Responsibilities include:

- providing strategic leadership for SEND and inclusion;
- leading the development and implementation of the Raise Model of Inclusion;
- ensuring SEND is embedded within curriculum, teaching, pastoral, therapeutic, attendance and behaviour systems;
- providing quality assurance of SEND provision;
- monitoring whole-school SEND outcomes and identifying improvement priorities;
- overseeing the capacity and effectiveness of the SEND function;
- ensuring SEND responsibilities and caseloads are appropriately distributed;
- overseeing the quality and effectiveness of EHCP provision;
- overseeing the completion and quality of statutory SEND processes;
- supporting the development of adaptive teaching and curriculum access;
- overseeing SEND-related staff development;
- monitoring the effectiveness of interventions and specialist provision;

- working with the SENCo to ensure professional SEND advice is translated into effective practice;
- contributing to school improvement planning and evaluation;
- overseeing SEND compliance and quality assurance systems; and
- providing strategic oversight of the relationship between SEND, inclusion, attendance, behaviour, wellbeing and engagement.

The Assistant Head of School – SEND & Inclusion will also provide **senior oversight and/or direct leadership of complex, high-risk or contested SEND matters**, which may include:

- complex EHCP Annual Reviews;
- significant changes in need or provision;
- placement concerns or risk of placement breakdown;
- complex multi-agency meetings;
- significant disputes regarding SEND provision;
- Local Authority escalation;
- SEND Tribunal/SENDIST matters;
- complex consultation or placement cases;
- cases involving significant safeguarding, attendance or welfare concerns alongside SEND; and
- other matters requiring senior SEND leadership.

The Assistant Head is not expected to undertake routine individual SEND casework for the entire student population. Their role is to ensure that the SEND system is effective, appropriately resourced and escalated according to need and complexity.

24.5 SENCo

The SENCo provides professional SEND leadership, advice and operational oversight. The SENCo does not personally undertake all SEND casework or co-ordinate every Annual Review. Operational responsibilities may be delegated to appropriately trained members of the SEND & Inclusion team and wider school, with the SENCo retaining appropriate professional oversight.

The SENCo will:

- provide professional advice and guidance on SEND;

- oversee the implementation of Assess, Plan, Do, Review;
- maintain professional oversight of EHCP provision;
- provide oversight of statutory SEND processes;
- coordinate or oversee EHCP Annual Reviews;
- advise on identification and assessment of SEND;
- advise staff on appropriate provision, reasonable adjustments and adaptive approaches;
- provide professional advice regarding referrals for specialist assessment;
- liaise with Local Authorities and external professionals where appropriate;
- support staff to understand and meet individual students' SEND needs;
- contribute to SEND quality assurance;
- monitor cohort-level SEND needs and emerging patterns;
- support the effective operation of the Circle of Adults;
- contribute to SEND improvement planning; and
- escalate complex or high-risk matters to the Assistant Head of School – SEND & Inclusion.

The SENCo will retain a proportionate caseload of students where this is consistent with the professional and leadership responsibilities of the role and the capacity of the wider SEND & Inclusion team.

24.6 Senior Leadership Team

SEND is a shared leadership responsibility across the Senior Leadership Team.

Members of SLT will have responsibility for ensuring that SEND is appropriately considered within their areas of leadership.

This includes, as appropriate:

- curriculum and quality of education;
- attendance;
- behaviour and culture;
- safeguarding and wellbeing;
- pastoral provision;

- vocational and preparation-for-adulthood provision;
- staffing and workforce;
- data and quality assurance; and
- operational systems.

SLT members may have direct responsibility for students or groups of students and will contribute to the assessment, planning, implementation and review of SEND provision within their area.

SEND-related concerns should be addressed through the appropriate leadership route rather than being automatically referred to the SENCo.

24.7 Teachers and Form Tutors

Teachers have day-to-day responsibility for meeting the SEND needs of the students they teach.

Teachers will:

- provide high-quality adaptive teaching;
- understand the SEND needs of students they teach;
- implement relevant EHCP provision and reasonable adjustments;
- monitor students' progress, engagement and wellbeing;
- identify emerging or changing needs;
- contribute to Assess, Plan, Do, Review;
- contribute to EHCP Annual Reviews;
- contribute to student and parent/carers meetings;
- provide information and evidence for SEND reviews;
- implement agreed strategies and recommendations from specialist professionals; and
- communicate concerns through the appropriate SEND or leadership route.

Form Tutors will normally have a particular role in maintaining an overview of the student's day-to-day experience, progress, engagement, relationships and wellbeing and in coordinating information from the adults working with the student.

24.8 EHCP Annual Reviews

Responsibility for Annual Reviews is distributed according to the complexity of the student's needs.

For routine Annual Reviews:

- the student's Form Tutor or allocated staff member will contribute relevant information;
- teaching and support staff will provide evidence of progress and provision;
- the SEND team will coordinate statutory documentation and processes;
- the SENCo will provide professional SEND oversight; and
- the Assistant Head of School – SEND & Inclusion will provide quality assurance and become involved where complexity requires.

For **complex, high-risk or contested Annual Reviews**, the Assistant Head of School – SEND & Inclusion may chair or directly lead the review.

This may include cases involving:

- significant changes in need;
- placement concerns;
- disagreement regarding provision;
- Local Authority disputes;
- possible change of placement;
- complex multi-agency involvement;
- significant safeguarding or welfare concerns;
- significant attendance or engagement difficulties; or
- matters likely to require formal escalation or legal/tribunal consideration.

24.9 Children Looked After and PEPs

Responsibility for Personal Education Plans (PEPs) is shared between the Designated Teacher, relevant staff and the wider SEND/inclusion team.

Responsibility for co-ordinating the PEP will normally sit with the Designated Teacher or an appropriately allocated member of staff, with contributions from:

- the student;
- social worker;
- carers;
- teaching staff;
- SEND staff;
- therapeutic professionals; and
- other relevant professionals.

The SENCo will contribute where SEND provision or EHCP outcomes are relevant.

The Assistant Head of School – SEND & Inclusion will provide senior oversight of complex PEPs where there are significant concerns regarding educational progress, attendance, placement stability, safeguarding, SEND provision or multi-agency coordination.

24.10 SEND Team and Delegated Responsibilities

Operational SEND responsibilities may be delegated to appropriately trained members of the SEND and inclusion team.

This may include:

- EHCP administration and tracking;
- Annual Review coordination;
- gathering information for reviews;
- maintaining SEND records;
- monitoring provision;
- coordinating professional reports;
- communicating with families;
- monitoring interventions;
- supporting staff with SEND information; and

- maintaining SEND systems and documentation.

Delegated responsibilities will be clearly allocated and monitored.

24.11 Specialist Professionals

Specialist professionals provide assessment, advice, consultation and/or intervention within their professional remit.

Their recommendations should be communicated appropriately and incorporated into educational practice wherever relevant.

24.12 Students

Students are encouraged and supported to participate in decisions about their education, support and development in ways appropriate to their age, understanding and communication needs.

24.13 Parents and Carers

Parents and carers are encouraged to share relevant information, contribute to assessment and planning, participate in reviews and work collaboratively with the school to support their child's education and development.

24.14 Capacity, Caseloads and Escalation

Raise recognises that the complexity and volume of SEND provision requires a distributed model of responsibility.

SEND responsibilities will be allocated according to:

- the complexity of student need;
- the nature of the statutory or operational requirement;
- staff expertise and professional competence;
- workload and capacity;
- the student's existing relationships with staff;

- the level of risk or complexity; and
- the need for appropriate senior oversight.

The school will use an **escalation approach** whereby routine SEND matters are managed as close as possible to the student, with increasingly complex matters escalated through the SEND leadership structure.

Level 1 – Student and classroom

Teacher/Form Tutor and relevant support staff manage day-to-day provision, adaptive teaching, monitoring and routine communication.

Level 2 – SEND coordination

The SEND team and SENCo provide coordination, professional advice, statutory oversight and support where needs cannot be addressed effectively at classroom level.

Level 3 – Senior SEND leadership

The Assistant Head of School – SEND & Inclusion becomes directly involved where matters are complex, high-risk, contested, statutory or require senior leadership intervention.

Level 4 – Whole-school / executive leadership

The Head of School and, where appropriate, the Proprietor/Board become involved where there are significant organisational, legal, safeguarding, financial, placement or reputational implications.

This structure ensures that the SENCo is not required to personally manage all SEND activity across the school and that students receive an appropriate level of professional support according to their needs.

25. Complaints Relating to SEND

Raise seeks to resolve concerns about SEND provision at the earliest appropriate stage.

Parents/carers should normally raise concerns initially with the relevant member of staff or SENCo.

Where a concern cannot be resolved informally, it may be escalated in accordance with the school's Complaints Policy.

The school will ensure that complaints relating to SEND are considered fairly and without adversely affecting the student's access to education or support.

26. Monitoring and Review of this Policy

The implementation and effectiveness of this policy will be monitored by the Assistant Head of School - SEND & Inclusion, SENCo and SLT, with oversight from the Head of School.

Monitoring will consider:

- compliance with statutory requirements;
- delivery of EHCP provision;
- student progress;
- effectiveness of interventions;
- attendance and engagement;
- student and parent/carer feedback;
- staff understanding and implementation;
- accessibility;
- multi-agency working; and
- areas for improvement.

The policy will normally be reviewed annually or sooner where there are significant changes to legislation, guidance, school provision or organisational arrangements.

Appendix 1 – SEND Provision: Assess, Plan, Do, Review

Stage	Key Questions	Evidence
Assess	What are the student's strengths, needs and barriers?	EHCP, assessment, observation, student/parent voice, professional advice
Plan	What needs to change and what provision is required?	Provision planning, targets, strategies, intervention plan
Do	Is the agreed provision being implemented effectively?	Teaching, intervention, observations, staff feedback
Review	Is the provision making a difference?	Progress, engagement, attendance, wellbeing, independence, student/parent voice

The cycle should be repeated whenever there is evidence that the student's needs or circumstances have changed.

Appendix 2 – EHCP Annual Review Framework

Annual Reviews should consider:

1. Student Voice

- What is going well?
- What is difficult?
- What helps?

- What does the student want to achieve?

2. Progress

- What progress has been made towards EHCP outcomes?
- What progress has been made academically?
- What progress has been made in communication, regulation, relationships and independence?

3. Provision

- What provision is currently in place?
- Is it being delivered?
- Is it effective?
- Does it remain appropriate?

4. Wider Development

- Attendance
- Engagement
- Wellbeing
- Behaviour and regulation
- Independence
- Preparation for adulthood

5. Next Steps

- What should continue?
- What should change?
- What additional assessment or support is required?
- Are amendments to the EHCP required?

Appendix 3 – Transition Planning

Transition planning should identify:

- the student's strengths and needs;
- what helps the student feel safe and confident;
- communication requirements;
- sensory requirements;
- important relationships;
- curriculum and learning needs;
- independence skills;
- relevant professional involvement;
- information that needs to be shared;
- visits and familiarisation required;
- responsibilities;
- timescales; and
- the student's aspirations and next destination.

Where appropriate, transition planning should involve the student, parents/carers, current and receiving provision, Local Authority and relevant professionals.

Appendix 4 – Key Principles of SEND Provision at Raise

At Raise:

One student does not need one intervention.

Students may require a coordinated combination of:

High-quality teaching + adaptive teaching + relationships + therapeutic support + specialist intervention + family partnership + multi-agency working

The purpose of this provision is to enable students to:

Attend → Connect → Engage → Learn → Grow in Confidence → Develop Independence → Prepare for Adulthood

SEND provision should therefore always be considered in the context of the whole student and their longer-term development.