



SEND Policy

2026/2027

Policy issue and updates

<i>Pages</i>	<i>Issue No.</i>	<i>Date</i>
Whole Document – new format and template used.	1	September 2025
Whole document - rewrite	2	August 2026

The following policy has been approved by the Divisional CEO and Governing Board of Directors.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Approved by Divisional CEO: August 2026

Board signatory: 

Planned review: August 2027

1. Policy overview

- 1.1 Progress Arcs are committed to creating inclusive, trauma-informed and communication-rich learning environments where every student regardless of Special Educational Needs and/or Disabilities (SEND) is supported to thrive. Our SEND strategy is built on the principle that high-quality teaching, relational practice and timely targeted support remove barriers to learning and enable every young person to flourish.
- 1.2 We deliver our SEND offer through a three-tiered, graduated approach; Universal (Quality First Teaching), Targeted, Targeted Plus and Specialist (multi-disciplinary input from professionals such as Occupational Therapists, Speech and Language Therapists, Educational Psychologists and CAMHS). This is operationalised through the Statutory Assess, Plan, Do, Review (APDR) cycle as set out in the SEND Code of Practice (2015) and the SEND and Alternative Provision Improvement Plan.
- 1.3 Our strategy aligns with the most recent national SEND reforms, the Equality Act (2010) protected characteristics, and the principles set out in the Children and Families Act (2014). We work in partnerships with local authorities, parents, carers, students and external professionals to deliver an inclusive offer rooted in equity, ambition and respect.
- 1.4 Every Progress Arc site operates a Whole School Provision Map that captures the universal, targeted and specialist offer available to students. The provision map is led by the Head of School/Headteacher, supported operationally by the Pastoral team, and overseen strategically by the SENCO.

2. Definition of special educational needs and/or disability (SEND)

- 2.1 A student is identified as having Special Educational Needs and/or Disabilities (SEND) where they experience learning, communication, social, emotional, mental health, sensory or physical difficulty which calls for special educational provision to be made, different from or additional to that normally available to peers of the same age.
- 2.2 In line with the SEND Code of Practice (2015), need is identified across the four broad areas:
 - Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

2.3 Our policy covers all students with identified SEND and those with an Education, Health and Care Plan (EHCP). Students receiving any additional adjustment, intervention or support beyond the universal offer are recorded on the SEND register under the SEN Support category (K code) and are provided with an Individual Education and Development Plan (IEDP). (Appendix 1).

3. Trauma-informed Practice

- 3.1 Progress Arcs recognises that many of our students have experienced adverse childhood experiences (ACEs), disrupted education, exclusion, or unmet need. We are therefore committed to embedding trauma-informed practice across every site, every classroom and every interaction.
- 3.2 Our trauma-informed approach is underpinned by the following principles:
- Safety - physical, emotional and relational safety is prioritised in every learning space.
 - Trustworthiness - consistent, predictable adults and clear, transparent boundaries.
 - Choice and voice - students are given agency over their learning, with regular opportunities to share views through student voice mechanisms and IEDP reviews.
 - Collaboration - we work alongside students, families and external professionals as equal partners.
 - Empowerment - we focus on strengths, resilience and growth, not deficits.
 - Cultural humility - we recognise the impact of identity, culture and lived experience on learning and wellbeing.
- 3.3 All staff receive ongoing training in trauma-informed practice through Flourish, attachment-aware approaches, de-escalation and emotional regulation. Pastoral Mentors play a central role in supporting students to feel regulated, ready and able to learn.
- 3.4 Behaviour is understood as communication. Where a student presents with dysregulated, withdrawn or challenging behaviour, staff respond with curiosity rather than judgement, exploring the underlying need with the support of the SEND and pastoral teams.

4. Total Communication Environments

- 4.1 Communication is a fundamental human right. Progress Arcs are committed to creating Total Communication Environments across all sites, ensuring that every student can access learning, express themselves, and participate fully in school life regardless of their communication profile.
- 4.2 A Total Communication Environment combines a range of strategies, tools and adaptations including:
- Widgit symbols - used to support understanding of written and spoken language across signage, classroom resources, IEDPs, behaviour charts, social stories and student-facing documents.
 - Visual timetables - deployed where appropriate to reduce anxiety, support transitions, increase predictability and develop independence.
 - Now / Next boards and task strips - used for students who benefit from chunked, sequenced instruction.
 - Accessible print formats - including coloured overlays, dyslexia-friendly fonts, enlarged text, simplified language, and electronic versions of documents, made available through the multi-disciplinary team (MDT) where assessed need is identified.
 - Assistive technology - including text-to-speech, speech-to-text, word processors and reading rulers.
 - Augmentative and Alternative Communication (AAC) - deployed in collaboration with Speech and Language Therapy where required.
 - Key word signing, gesture and modelling - used by staff to support receptive and expressive communication.
- 4.3 Accessible print and alternative formats are co-ordinated by the SENCO, working in partnership with subject teachers, the SENCO, and where appropriate the wider MDT, to ensure that every student can access curriculum content in a format that meets their need.
- 4.4 Staff receive training in inclusive communication strategies, the use of Widgit, and how to embed visual supports as a universal feature of Quality First Teaching, rather than as an exception.

5. The three-tiered graduated approach

- 5.1 Provision at Progress Arcs is structured around a three-tiered model that operationalises the Graduated Approach set out in the SEND Code of Practice (2015). Movement between tiers is fluid and driven by the Assess, Plan, Do, Review (APDR) cycle.

Tier	What it is	Who leads	Examples
Universal Quality First Teaching	Inclusive, adaptive teaching available to every student as the baseline offer. Removes barriers before they emerge.	All teaching staff, supported by the SENCO.	Widgit symbols, visual timetables, scaffolded tasks, accessible print, adaptive questioning, modelling, chunking, knowledge organisers.
Targeted/ Targeted Plus Targeted interventions	Time-bound, evidence-based interventions that are additional to or different from the universal offer.	Pastoral team, monitored by the SENCO.	Literacy and numeracy boosters, ELSA-style emotional support, social skills groups, precision teaching, mentoring, regulation interventions.
Specialist Multi-disciplinary input	Highly individualised provision drawing on external specialist expertise as part of a multi-disciplinary team (MDT).	SENCO, MDT partners, Local Authority SEN team.	Occupational Therapy (OT), Speech and Language Therapy (SaLT), Educational Psychology, CAMHS, sensory services, EHCP provision.

- 5.2 All students begin at the Universal tier. Where Quality First Teaching alone does not enable adequate progress, the SENCO works with class teachers and the Pastoral team to plan targeted provision. Where targeted provision does not sufficiently address need, Specialist input is sought through the MDT and, where appropriate, an EHC Needs Assessment is requested.

6. The Assess, Plan, Do, Review (APDR) cycle

- 6.1 The APDR cycle is the engine of our graduated approach. It is applied to every student on the SEND register at least termly, and more frequently where need is acute. Each cycle is documented on the student's IEDP and reflected in the Whole School Provision Map.
- 6.2 Assess - we gather information from the student, parents/carers, teachers, pastoral staff and where appropriate external professionals. Assessment draws on classroom observation, standardised testing, student voice, attendance and behaviour data, and specialist reports.
- 6.3 Plan - the SENCO collaborates with teaching staff to set ambitious, SMART targets on the student's IEDP, agree adjustments to Quality First Teaching, identify any required targeted or Specialist provision, and confirm success criteria with the student and their family.
- 6.4 Do - agreed provision is delivered. Teachers retain responsibility for the learning of all students in their class, including those receiving additional support. Interventions are recorded on the Intervention Tracker (see section 9) and One Page Profiles are updated where need or strength evolves.
- 6.5 Review - progress against IEDP targets is reviewed termly with the student and their family, in line with our commitment to Family Leadership. Reviews inform the next APDR cycle and feed into Annual EHCP reviews where applicable.

7. Whole School Provision Map

- 7.1 Every student is needs-mapped upon arrival at Progress Arcs as part of their induction. Needs mapping draws on records and reports from previous settings, any existing EHCP, parent and carer voice, student voice, baseline academic and reading assessments, communication screening, sensory screening and pastoral profiling. This produces a holistic picture of strengths and barriers from day one.
- 7.2 Needs mapping feeds directly into the SEND register, the student's One Page Profile and the first iteration of their IEDP. It also informs the Whole School Provision Map and the Intervention Tracker so that universal, targeted and specialist provision can be

deployed without delay.

- 7.3 Where baseline needs identified at induction (or at any point thereafter) exceed the provision currently specified in an existing EHCP, or where new, previously unidentified need emerges, Progress Arcs will escalate to the Local Authority. Escalation routes include:
- Annual Review - where need is significant but not urgent, the school will raise the issue formally at the next scheduled Annual Review of the EHCP.
 - Emergency Annual Review - where need is acute, where provision is no longer meeting need, or where the student's safety, wellbeing or placement is at risk, the school will request an Emergency (Interim) Annual Review ahead of the standard cycle, in line with the Children and Families Act (2014) and the SEND Code of Practice (2015).
 - EHC Needs Assessment request - where a student does not yet hold an EHCP but the graduated approach indicates that statutory assessment is warranted, the school will submit a request to the Local Authority with supporting evidence from the APDR cycle, the Intervention Tracker and the MDT.
- 7.4 External input is actively sought wherever the school's internal capacity is exceeded by the student's level of need. This includes commissioning or signposting to Occupational Therapy, Speech and Language Therapy, Educational Psychology, CAMHS, sensory services, specialist teachers and any other professional whose involvement is indicated by the APDR cycle. Recommendations from external professionals are translated into classroom practice via the IEDP and the Whole School Provision Map.
- 7.5 All escalation activity is documented, time-stamped and quality-assured by the SENCO, and reported to the Proprietor Senior Team and Governance Board as part of routine SEND oversight.
- 7.6 Every Progress Arc site maintains a Whole School Provision Map that sets out, at a glance, the universal, enhanced and specialist provision available to students. The provision map is a living document, updated termly, and made accessible to staff, families, the board and external partners.
- 7.7 The provision map is jointly owned by:
- The Head of School/Headteacher - strategic responsibility, accountability for outcomes.
 - The SENCO/ pastoral - day-to-day co-ordination, maintenance of the SEND register,

IEDPs and One Page Profiles, liaison with families. Delivery of relational, regulation and SEMH-focused provision; supporting students with attendance, transitions and engagement.

- The SENCO - strategic oversight, quality assurance, MDT co-ordination, EHCP applications and reviews, staff training.

7.8 The provision map is cross-referenced against the SEND register, IEDPs and the Intervention Tracker to ensure that every identified need is matched to an evidence-based response, and that no student falls through the gaps.

8. Documentation: One-Page Profiles, IEDPs and the Intervention Tracker

- 8.1 Every student with identified SEND has the following core documents in place:
- 8.2 One Page Profile - a strengths-based, student-led document capturing 'what people like and admire about me', 'what is important to me', and 'how best to support me'. It is co-produced with the student and family, shared with all staff who work with the student, and reviewed termly.
- 8.3 Individual Education and Development Plan (IEDP) - a working document setting SMART targets across the relevant areas of need, the adjustments and provision in place, the staff responsible, and the review date. The IEDP is owned by the SENCO, contributed to by all teaching staff, and reviewed with the student and family every term as part of the APDR cycle.
- 8.4 Intervention Tracker - a centralised record, held at site level and quality-assured by the SENCO, capturing every Targeted and Specialist intervention delivered: the student, the intervention, the entry and exit data, attendance, frequency, duration, lead staff member and outcome. The Intervention Tracker enables impact analysis, informs the next APDR cycle, and provides evidence for EHC Needs Assessments and Annual Reviews.
- 8.5 Where appropriate, students also have a Student Passport, Sensory Profile, Communication Passport, Risk Reduction Plan or Pastoral Support Plan, co-produced with the student and the MDT.

9. Working as a multi-disciplinary team (MDT)

- 9.1 Progress Arcs is committed to working as a multi-disciplinary team around every student. We recognise that complex need rarely sits in one domain and that the best outcomes are achieved when education, health and care professionals work in genuine partnership with families.
- 9.2 Our MDT may include, but is not limited to:
- Occupational Therapists (OT) - sensory regulation, fine and gross motor skills, environmental adaptation.
 - Speech and Language Therapists (SaLT) - receptive and expressive language, social communication, AAC, accessible print and Widgit deployment.
 - Educational Psychologists - cognitive assessment, evidence-based intervention design, statutory advice.
 - CAMHS and mental health practitioners - emotional wellbeing, mental health, neurodevelopmental assessment.
 - Specialist teachers - vision impairment, hearing impairment, specific learning difficulties.
 - Local Authority SEN officers, social workers, virtual school heads, youth justice and family support workers.
- 9.3 The SENCO co-ordinates MDT involvement, ensures recommendations are translated into classroom practice via the IEDP.
- 9.4 Family Leadership is central to MDT working. Parents and carers are equal partners in every assessment, plan and review, and their expertise on their child is treated as essential evidence.

10. Alignment with the SEND reforms

- 10.1 We commit to:
- Early identification - robust induction screening, baseline assessment and ongoing teacher referral to identify need at the earliest opportunity.
 - Consistent, high-quality provision - delivered through national standards for Quality First Teaching, evidence-based interventions and the three-tiered model.

- Inclusive Quality First Teaching as the default - with adaptive teaching, scaffolded learning, accessible print and Widgit symbols embedded for all.
- Strengthened accountability - through the Whole School Provision Map, Intervention Tracker, termly IEDP reviews and governance oversight.
- Improved transitions - smooth, evidence-rich handovers between settings, key stages and post-16 destinations.
- Family Leadership and student voice - co-production at every stage of the APDR cycle.

11. Access arrangements for formal examinations

- 11.1 Progress Arcs are committed to equity in assessment. Access arrangements are made for students who experience barriers under standard examination conditions, in line with the Joint Council for Qualifications (JCQ) AARA regulations and the Equality Act (2010).
- 11.2 Access arrangements are co-ordinated by the SENCO, the Exams Officer and a qualified Access Arrangements Assessor. They are timely, evidence-based and reflect the student's normal way of working as captured in the IEDP, the Intervention Tracker and historical evidence of need.
- 11.3 Available arrangements include but are not limited to extra time (typically 25%), use of assistive technology, alternative formats (large print, electronic), scribes, readers, supervised rest breaks, separate or quiet rooms, timing adjustments and modified equipment. All are deployed to remove barriers, not to confer advantage.

12. Roles and responsibilities

- 12.1 Effective SEND provision relies on the collaboration of multiple stakeholders:
- SENCO - strategic oversight of SEND across the organisation, quality assurance of provision maps, IEDPs and Intervention Trackers, MDT co-ordination, EHCP applications, staff CPD, governance reporting.
 - Head of School/Headteacher - accountable for the implementation of the SEND strategy at site level, ownership of the Whole School Provision Map, line management of the SENCO and Pastoral team.

- SENCO - day-to-day co-ordination of provision, maintenance of the SEND register, IEDPs and One Page Profiles, liaison with families, oversight of Widgit and accessible print, deployment of visual timetables.
- Pastoral team - trauma-informed relational practice, regulation interventions, attendance, transitions, mentoring and SEMH support.
- Teaching staff - responsible for the progress of every student in their classroom; deliver Quality First Teaching, contribute to IEDPs and APDR reviews.
- Exams Officer and Access Arrangements Assessor - co-ordinate JCQ-compliant access arrangements.
- Proprietor - strategic challenge, oversight of the attainment gap, statutory compliance.
- Students and families - equal partners in co-production through Family Leadership and student voice mechanisms.

13. Review, quality assurance and complaints

- 13.1 This strategy is reviewed annually by the Executive Team. The SEND register, Whole School Provision Map and Intervention Tracker are reviewed half-termly by the regional SENCO. IEDPs and One Page Profiles are reviewed termly with the student and family. EHCPs are reviewed annually, led by Progress Arcs where the student is on roll.
- 13.2 Where parents, carers or students wish to raise a concern about SEND provision, the first point of contact is the Head of School/Headteacher. Unresolved concerns are escalated to the SENCO, and where necessary the Executive Team, in line with the Progress Arcs Complaints Policy.

Appendix 1: IEDP

IEDPs are now stored within Evidence for Learning using the 'forms' function within the platform.