



TAS SEND and Inclusion Policy

1. Introduction

At TAS we are committed to providing an inclusive learning environment that meets the diverse needs of all students, with particular attention to those with Special Educational Needs and Disabilities (SEND). This policy outlines our commitment to inclusion and how we support each child's right to access a high-quality education in a safe, nurturing, and accessible environment. We are guided by the principles of the Children and Families Act 2014, the Equality Act 2010, and the SEND Code of Practice 2015.

2. Aims

Our SEND and Inclusion Policy aims to:

Ensure that every student, regardless of their needs, can access a broad, balanced, and relevant curriculum.

Promote full participation of students with SEND in all aspects of school life, including academic, social, and extracurricular activities.

Foster a sense of belonging and respect within the school community for students of all abilities.

Provide individualised support based on the specific needs of students as outlined in their Education, Health, and Care Plans (EHCPs).

Work in partnership with parents, external agencies, and students themselves to achieve the best possible outcomes.

3. Definition of SEND

A student has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. This includes students who:

Have significantly greater difficulty in learning than the majority of children of the same age.

Have a disability that prevents or hinders them from accessing the educational facilities and resources generally provided for their peers.

We cater to a wide range of needs, including Communication and interaction (e.g., autism spectrum disorder, speech and language needs).

Cognition and learning (e.g., dyslexia, moderate or severe learning difficulties).

Social, emotional, and mental health needs (e.g., ADHD, emotional difficulties).

Sensory and/or physical needs (e.g., visual or hearing impairments, mobility issues).

4. Identification and Assessment of SEND

At TAS we use a range of methods to identify and assess SEND:

Baseline assessments on entry.

Ongoing observation and assessment by teachers and support staff.

Regular reviews of progress against targets set in students' EHCPs.

Feedback from parents, external professionals, and the students themselves.

If a concern arises regarding a student's progress, we work closely with parents and other professionals to ensure an appropriate and timely response.

5. Roles and Responsibilities

The Governing Body:

Ensures the school meets its statutory duties in relation to SEND and inclusion.

Oversees the effectiveness of SEND provision through regular reviews and reporting.

The Headteacher:

Is responsible for overall management and leadership of SEND provision in the school.

Ensures resources are allocated appropriately and that the school's SEND provision is effective.

The SENCO (Special Educational Needs Coordinator):

Coordinates day to day provision for students with SEND.

Leads the development and implementation of Individual Education support Plans (IESPs) and the review of EHCPs.

Works closely with teachers, parents, external professionals, and students to create inclusive learning environments.

Ensures staff are trained and equipped to meet the needs of SEND students.

Teachers and Support Staff:

Are responsible for ensuring that the learning needs of all students are met within their classrooms through differentiated teaching strategies.

Regularly assess and monitor the progress of students with SEND and adjust teaching accordingly.

Collaborate with the SENCO to develop and implement targeted interventions.

6. Curriculum and Inclusion

We believe that all students, should have access to a broad and balanced curriculum. The curriculum is adapted to suit individual learning needs through:



Differentiation: Lessons are designed to include a variety of teaching approaches and strategies to accommodate different learning styles and abilities.

Personalised Learning Plans (PLPs): PLPs are developed for students who require more individualised support, outlining specific goals and strategies to achieve them.

Specialist Resources: These may include assistive technology, visual supports, sensory equipment, and communication aids, such as Makaton or PECs

Extracurricular Activities: All students are encouraged to participate in trips, clubs, and activities outside the classroom, with additional support provided when needed.

7. Access to Facilities

We are committed to making the school environment as accessible as possible, including:

Physical Accessibility: The school building and grounds are adapted to be accessible for students with mobility issues or physical impairments, including ramps, accessible toilets, and lift access where required.

Sensory Friendly Spaces: We provide quiet rooms and sensory rooms for students who may need time away from busy environments.

8. Partnership with Parents and Carers

We recognise the critical role that parents and carers play in their child's education and aim to work in partnership with them by:

Involving them in the creation and review of EHCPs

Holding regular parent teacher consultations and review meetings.

Providing information on how to support learning at home.

9. Working with External Agencies

We work closely with a range of external professionals and services to ensure that the needs of students with SEND are fully supported. These may include:

Educational Psychologists.

Speech and Language Therapists.

Occupational Therapists.

Physiotherapists.

Social Services.

Our SENCO coordinates referrals to these services and ensures that external advice is integrated into the student's educational plan.

10. Staff Training

Our staff receive ongoing training to ensure they are equipped to meet the needs of students with SEND. Training areas include:

Understanding and managing specific SEND needs, such as Autism Spectrum Disorder, ADHD, and sensory processing difficulties.

Differentiation and inclusive teaching strategies.

Use of communication aids and assistive technology.

De-escalation and behaviour management techniques.

We also provide opportunities for staff to attend external training and work with specialists to enhance their skills in supporting students with SEND.

11. Transition Planning

We provide tailored transition support for students moving between key stages, transferring to or from other schools, or transitioning to post 16 education or adult services. Transition support may include:

Transition plans with visits to the new setting.

Meetings with new staff and external professionals.

Transition booklets with photos and key information.

Careers advice and preparation for further education or work.

12. Monitoring and Evaluation

The effectiveness of our SEND provision is monitored through:

Regular reviews of students' progress against their EHCP or support plan targets.

Feedback from students, parents, and staff.

SENCO and SLT monitoring of teaching and support strategies.

Annual reports to the Governing Body on SEND provision.

We continuously evaluate our practices to ensure that we provide the best possible outcomes for students with SEND.

13. Complaints

Parents who have concerns are encouraged to speak to their child's class teacher and the SENCO in the first instance. If concerns remain unresolved, they may follow the school's formal complaints procedure.

14. Equal Opportunities and Inclusion



We are committed to ensuring that every student, regardless of their SEND, has access to the same opportunities as their peers. Our school values diversity, and we strive to create an environment where all students are respected and supported in reaching their full potential.

15. Review of the Policy

This policy will be reviewed annually by the Senior Leadership Team and the Governing Body to ensure it continues to meet the needs of students and complies with current legislation.