



SAFE START SCHOOL

WILLPOWER-INITIATIVE-SUCCESS-EMPATHY-RESPECT

SAFE START SCHOOL SEND POLICY

Special Educational Needs and Disabilities Policy
(Including information for parents/carers about Safe Start's SEND provision)
Secondary Independent Specialist School & Post-16 Provision

Review Date	October 2026
Written by	Sarah Jones
Reviewed By	Grace Speakman
Summary of changes	Updated in line with current statutory SEND guidance and relevant 2026 Department for Education SEND reform and inclusion developments.

Important 2026 position: The SEND Code of Practice: 0 to 25 years remains the current statutory guidance. Safe Start applies the Code where legally applicable and uses its principles and graduated approach to inform good practice in supporting pupils with SEND and implementing EHC plan provision. The Government's 2026 SEND reform programme contains proposed future changes; these are reflected in this policy as readiness and good-practice priorities only and are not presented as current statutory duties unless already required by existing law.

This policy applies across Safe Start's secondary and post-16 provision. Where legal duties differ according to the type of provision, age of the young person or Section 41 status, the relevant duty will be applied accordingly.

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Scope: Secondary and Post-16 Provision

- ~~Where Safe Start operates provision that falls within a specific statutory category, including Section 41 approved independent special school or special post-16 institution arrangements where applicable, the school will comply with the duties attached to that status.~~
- Transition into and out of post-16 will be planned early, with information about needs, outcomes, provision, reasonable adjustments and successful strategies shared with the receiving or destination setting as appropriate.
- EHC plans may continue beyond compulsory school age where the statutory criteria continue to be met. For young people aged 19–25, continuation of an EHC plan is based on whether specified educational or training outcomes still require special educational provision; an EHC plan does not automatically continue to age 25.
- The young person's own views become increasingly central to decision-making from the end of compulsory schooling. Parents/carers remain important partners, while staff will respect the rights and decision-making role of the young person in accordance with the Children and Families Act 2014 and SEND Code of Practice.
- For post-16 learners, support will remain person-centered and outcome-focused, with particular emphasis on preparation for adulthood, independence, employment, further education/training, community participation and health where relevant.
- For secondary-aged pupils, provision will be planned and reviewed through the school's SEND systems, EHC plans, IEPs/student passports, the graduated approach and reasonable adjustments.
- This policy applies to pupils and young people educated within Safe Start's secondary independent specialist school and its post-16 provision, including learners with Education, Health and Care (EHC) plans.

1. Aims
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5.19 Post-16 SEND and preparation for adulthood

- Ceasing an EHC plan is a local authority decision and will not be based solely on age. The school will provide clear evidence to support statutory review and transition processes.
- For learners approaching age 19 or beyond, reviews will focus on whether continued education or training remains necessary to achieve the outcomes in the EHC plan and what provision is required to support those outcomes.
- The SENDCo/post-16 lead will liaise with local authorities, families, careers services, colleges, training providers, employers and relevant health/social care professionals to support effective transition.

- From Year 9 onwards, and with increasing emphasis in Post-16, EHC plan reviews will include preparation for adulthood and clear next steps towards future education, employment or training.
- Annual review evidence will include the young person's voice, progress towards EHC plan outcomes, qualification and curriculum progress, attendance/engagement where relevant, independence, employability and transition evidence.
- Staff will promote increasing independence and self-advocacy. Support will be reviewed to ensure that it enables access and progress without creating unnecessary dependence on adults.
- Study programmes and timetables will be personalised where appropriate while remaining purposeful, ambitious and linked to EHC plan outcomes. Where a learner attends part-time because of identified needs, this will be planned, reviewed and discussed with the relevant commissioning local authority where required.
- Post-16 planning will consider education and training, employment and supported employment, independent living, community inclusion, relationships and health, according to the young person's needs and aspirations.
- Safe Start recognises that Post-16 SEND provision must support young people to make progress towards ambitious adult-life outcomes as well as qualifications.

6. Monitoring arrangements

7. Links with other policies and documents

1. Aims

Our SEN Policy ~~and Information Report~~ aim to:

- Set out how our school will support and make provisions for pupils with special educational needs (SEN).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

At Safe Start School, we endeavour to:

- Deliver a structured, Thrive-aligned, and trauma-informed curriculum that supports the holistic development of every learner.
- Uphold a Thrive Pledge that outlines our shared vision, values, and commitment to inclusive education.
- Provide a value-added educational package that promotes engagement, personal growth, and community integration through enrichment and extra-curricular opportunities.
- Invest in the continuous development of staff and teams to embed our ethos, vision, and trauma-informed approach.
- Actively listen to the voice of our learners and use their feedback to inform improvement, ensuring that pupils feel heard, valued, and supported.
- Promote inclusion by identifying and removing barriers to learning, participation, wellbeing and preparation for adulthood as early as possible.
- Maintain high expectations and ambitious outcomes for pupils with SEND while making reasonable adjustments and evidence-informed adaptations to enable access.

2. Legislation and guidance

~~This policy is based and information report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015) and the following legislation~~

This policy has regard to the SEND Code of Practice: 0 to 25 years (2015), where applicable, and is informed by the following legislation and statutory requirements relevant to Safe Start School.

The Education (Independent School Standards) Regulations 2014, including requirements relating to the curriculum, teaching and the needs of pupils with EHC plans.

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- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- ~~• The Special Educational Needs and Disability Regulations 2014, which define schools' duties in relation to Education, Health and Care (EHC) plans, SEN Co-ordinators (SENDCos), and the SEN Information Report.~~
- The Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils and to avoid unlawful discrimination.

2026 SEND reform context

In February 2026, the Department for Education published Every Child Achieving and Thriving and consulted on SEND reform through Putting Children and Young People First. The reform programme emphasises earlier identification and support, inclusive practice, stronger multi-agency working, evidence-based support, greater consistency, and meaningful involvement of children, young people and families.

At the date of this policy review, these reforms do not replace the existing statutory SEND framework. Existing EHC plans, statutory protections and current duties continue to apply. Safe Start School will monitor national guidance and legislation and will update this policy when new statutory requirements take effect.

The school will also use relevant Department for Education SEND and inclusion training materials published from September 2026 to support staff development and readiness for future reform.

3. Definitions

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

A pupil has a learning difficulty or disability if they:

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

Special educational provision is provision that is additional to or different from that made generally for other children of the same age in mainstream education.

Inclusion at Safe Start means identifying and reducing barriers so that pupils are able to belong, participate, learn, achieve and prepare for adulthood. Inclusive practice does not remove the need for individualised or specialist provision where this is required.

4. Roles and responsibilities

4.1 The SENDCo

SENDCo: Mrs Sarah Jones

The SENDCo will:

- Safe Start School designates a SENDCo to provide strategic and operational leadership of SEND across the school. The SENDCo role reflects the principles of the SEND Code of Practice and the needs of the school's specialist cohort, while recognising the statutory requirements applicable to Safe Start as an independent special school.
- Work with the Headteacher and SEND Governor to lead the strategic development, implementation and evaluation of SEND provision across the school.
- Lead the day-to-day implementation of this SEND Policy and coordinate provision for pupils and young people with SEND, including the effective implementation and monitoring of provision specified within EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and external agencies to ensure pupils with SEN receive appropriate, high-quality support.
- Lead and support the school's use of the assess, plan, do, review cycle and ensure that SEND provision is reviewed for effectiveness and impact.
- Advise leaders on the effective deployment of staffing, specialist support, resources and funding available to meet pupils' identified SEND needs.
- Act as the primary point of contact for external agencies.
- Liaise with potential next providers of education to ensure continuity and compliance with the Equality Act 2010.
- Ensure all records for pupils with SEN are maintained and up to date.
- Promote early identification of emerging needs and ensure that support is reviewed through the assess, plan, do, and review cycle.
- Ensure pupil and parent/carer voice is sought and used meaningfully in planning, reviewing provision and preparing for annual reviews and transitions.
- Support staff to use evidence-informed inclusive teaching, reasonable adjustments and targeted interventions, and to evaluate their impact.
- Keep abreast of national SEND reform and ensure that staff are informed about statutory changes when they come into force.

4.2 The SEND Governor

- Raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN provision and report to the governing board.
- Work with the Headteacher and SENDCo on the strategic development of SEN provision.
- Seek assurance that the school is meeting its statutory SEND and equality duties and is preparing appropriately for confirmed national SEND reforms.

4.3 The Headteacher

- Work collaboratively with the SEND Governor and SENDCo to determine strategic direction for SEN provision.
- Hold overall responsibility for ensuring the progress and provision of learners with SEN and/or disabilities.
- Promote a whole-school culture in which inclusion, high expectations, safeguarding, attendance, wellbeing and achievement are considered together.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with teaching assistants and specialist staff to plan, assess, and evaluate support and interventions.
- Liaising with the SENDCo to review progress and provision.
- Ensuring full adherence to this SEN policy and embedding inclusive practice within their classroom.
- Knowing the relevant needs, outcomes, provision, reasonable adjustments and strategies recorded in pupils' EHC plans, IEPs, student passports and class profiles.
- Using adaptive teaching and high-quality inclusive teaching as the starting point, while ensuring any specified provision is delivered.
- Recording and reviewing the impact of interventions and support, including whether pupils are becoming more independent and able to transfer skills into everyday learning.
- Contributing specific, evidence-based information to Round Robins, Voice of the Adult, annual reviews and other SEND review processes.

5. ~~SEN information report~~ Information about our SEND provision

5.1 The kinds of SEN that are provided for

Our school provides support for pupils with a range of needs, including:

- Communication and Interaction – e.g. autism, speech and language difficulties.
- Cognition and Learning – e.g. dyslexia, dyspraxia.
- Social, Emotional, and Mental Health – e.g. ADHD, trauma-related difficulties, anxiety.
- Sensory and/or physical – e.g. visual impairment, hearing impairment, multi-sensory impairment, physical disability.

The school recognises that pupils may have needs across more than one area and that needs may change over time. Staff consider the whole child and avoid relying on diagnosis alone when planning support.

5.2 Assessing and reviewing pupils' progress towards outcomes

Safe Start School follows the graduated approach (assess, plan, do, review).

Teachers and the SENDCo will draw on:

- Teacher assessments and observations.
- Progress data and behaviour reports.
- Attendance, engagement and participation information where relevant.
- Input from parents, pupils, and external professionals.
- Evidence from interventions, work scrutiny, Round Robins, Voice of the Adult and pupil voice.

Support will be reviewed regularly, and all staff working with a pupil will be aware of their individual needs, targets, strategies and specified provision.

Staff have access to:

- Individual Education Plans (IEPs)
- Student Passports
- Class Profiles
- Education, Health and Care Plans (EHCs)

Reviews will consider not only whether an intervention has taken place, but whether it has had a measurable impact on access, engagement, progress, communication, regulation, independence or preparation for adulthood. Where support is not having the intended impact, provision will be reviewed and adapted.

5.3 Supporting pupils moving between phases and preparing for adulthood

Safe Start provides a graduated induction process for all new pupils:

- Week 1 – Afternoon sessions
- Week 2 – Morning sessions
- Week 3 – Full-time attendance

This can be adapted to meet individual needs as agreed by the Headteacher and Deputy Head.

Transition planning will be person-centred and will involve the pupil, parents/carers and relevant professionals. For older pupils, planning will increasingly focus on preparation for adulthood, including education and employment, independent living, community participation and health, where appropriate. Information about effective strategies, reasonable adjustments and provision will be shared with receiving settings in a timely way.

5.4 Teaching Pupils with SEND

We adopt a primary model approach, assigning pupils to consistent class groups that provide stability, structure and positive relationships.

Teaching is high-quality, ~~differentiated/adapted~~, adaptive and trauma informed. Staff maintain ambitious learning intentions while adjusting teaching, resources, communication, environment, scaffolding and methods of recording to reduce barriers.

~~Interventions include:~~

- ~~Pastoral sessions~~
- ~~Life Skills Coaching~~

~~Targeted interventions will be linked to an identified need, EHC plan outcome and/or IEP target where appropriate. Staff will record delivery and evidence of impact so that support can be continued, adapted or concluded on the basis of review.~~

Inclusive teaching is a whole-school responsibility. Teaching assistants and other supporting adults work alongside teachers to promote access, engagement and increasing independence. Appropriate prompting, modelling and scaffolding are used and reduced where pupils are ready to work more independently.

Where additional or targeted interventions are required, these will be linked to identified needs, EHC plan outcomes and/or IEP targets as appropriate. Delivery and impact will be reviewed to determine whether support should be continued, adapted or concluded.

5.5 Adaptations to Curriculum and Environment

~~We adapt provision by:~~

- ~~• Differentiating/adapting teaching methods and resources.~~
- ~~• Providing 1:1 or small group teaching.~~
- ~~• Using aids such as visual timetables, coloured overlays, and laptops.~~
- ~~• Allowing extended processing time and pre-teaching key vocabulary.~~
- ~~• Providing access to earphones, sensory spaces, and assistive technology.~~
- ~~• Specialist equipment, environment adaptations, and targeted support to access learning.~~
- ~~• Using explicit instruction, modelling, scaffolding, retrieval, visual support and structured routines where these supports identified needs.~~
- ~~• Making reasonable adjustments in accordance with the Equality Act 2010 and reviewing whether adjustments remain effective.~~

~~Safe Start makes appropriate adaptations to teaching, curriculum delivery and the learning environment according to pupils' individual needs and EHC plan provision.~~

These may include:

- adaptive teaching methods and resources;
- individual or small-group teaching;
- visual timetables and other visual supports;
- assistive technology and laptops;
- extended processing time and pre-teaching;
- explicit instruction, modelling and scaffolding;
- structured routines and retrieval practice;
- sensory and environmental adaptations;
- specialist equipment and resources; and
- individual communication and regulation strategies.

Reasonable adjustments will be made in accordance with the Equality Act 2010 and their effectiveness will be kept under review.

Adaptations will be individualised and based on identified need rather than diagnosis alone, while maintaining ambitious expectations for learning and progress.

~~5.6 Our approach to teaching pupils with SEN~~

~~Daily pastoral and learning support are timetabled, with the Teaching Assistant providing trauma-informed pastoral care.~~

~~Inclusive teaching is a whole-school responsibility. Support from teaching assistants should promote access and independence rather than unnecessary dependence. Adults will use appropriate prompting, modelling and scaffolding and will reduce support where the pupil is ready to work more independently.~~

5.6 Additional support, resources and interventions

Where pupils require support additional to or different from their usual classroom provision, this will be planned according to identified need, EHC plan provision, IEP targets and relevant professional advice.

Support may include pastoral interventions, life skills coaching, sensory resources, visual aids, assistive technology, targeted communication or regulation support and individual or small-group interventions.

The purpose, delivery and impact of targeted support will be recorded and reviewed. Where support is not achieving the intended outcome, it will be adapted following review.

~~5.7 Adaptations to the curriculum and learning environment~~

~~All staff at Safe Start are trained in trauma-informed practice and inclusive pedagogy.~~

~~Recent training includes:~~

- ~~• Lads Like Us~~
- ~~• Trauma Informed Practice and ACES~~
- ~~• Quality First Teaching (QFT) strategies~~
- ~~• This year, staff will also undertake specialised training on neurodiversity to deepen understanding and enhance support for pupils with Autism, ADHD, Dyslexia, and other neurodiverse profiles.~~

~~Staff development will draw upon relevant DfE SEND and inclusion training materials as they are published during 2026–27. In 2026–27, staff development will also reflect relevant Department for Education SEND and inclusion materials, including the developing national focus on inclusive teaching, speech, language and communication, executive function, social and emotional development, sensory and physical needs, scaffolding, explicit instruction, feedback, positive relationships, calm classroom environments, adaptations and additional support.~~

~~5.8 Additional support for learning~~

~~Examples include:~~

- ~~• Sensory resources in pastoral spaces.~~
- ~~• Visual aids, fidget tools, therapy putty, and adaptive writing tools.~~
- ~~• Assistive software and laptops.~~

- ~~Pre-teaching, overlearning, structured retrieval and targeted vocabulary support.~~
- ~~Individualised communication, regulation and access strategies identified through EHC plans, IEPs, student passports and professional advice.~~

5.9 Expertise and training of staff

Safe Start is committed to continuous professional development so that staff have the knowledge and confidence to identify barriers, make effective adaptations and implement specified provision. Training needs are informed by pupil profiles, staff feedback, monitoring, emerging needs and national guidance.

Staff development includes training relevant to the needs of the school's cohort, including trauma-informed practice, inclusive teaching and neurodiversity. Training priorities are reviewed in response to pupil need, monitoring and emerging national guidance.

We evaluate the effectiveness of provision through:

- Regular review of pupil progress and interventions.
- Termly SENDCo monitoring and provision mapping.
- Pupil and parent feedback.
- Lesson observations, work sampling, and data tracking.
- Annual EHC reviews.
- Monitoring the consistency and impact of IEPs, intervention records, Round Robins and other evidence of provision.

5.10 Securing equipment and facilities

Where specialist equipment, assistive technology, environmental adaptations or facilities are required, the SENDCo will work with leaders, families, local authorities and relevant professionals to identify and secure appropriate provision, subject to statutory responsibilities and agreed funding arrangements.

~~We prioritise emotional wellbeing through:~~

- ~~Weekly PSHE lessons.~~
- ~~The Zones of Regulation framework.~~
- ~~Embedded social stories.~~
- ~~A positive reward system.~~
- ~~A Zero-Tolerance to Bullying policy.~~

5.11 Evaluating the effectiveness of SEN provision

We evaluate provision by considering whether support is being delivered as planned and whether it is improving outcomes for the pupil. This includes academic progress as well as engagement, attendance where relevant, communication, emotional regulation, relationships, independence, confidence and preparation for adulthood.

~~We collaborate with:~~

- ~~Local Authorities~~
- ~~Social Services~~
- ~~CAMHS~~
- ~~Educational Psychologists~~

- ~~The Wellbeing Hub (Occupational Therapy, SALT, Art Therapy)~~

~~Where appropriate, multi-agency advice will be brought together so that education, health and care needs are considered coherently and duplication or gaps in support are reduced.~~

5.12 Support for improving emotional and social development

Safe Start recognises that emotional wellbeing, relationships, regulation and a sense of belonging are central to successful learning. Staff use trauma-informed and relational approaches alongside clear routines, explicit teaching of emotional and social skills and personalised regulation support.

The pupil's own views will be sought in a way that is accessible to them. Where verbal communication is difficult, staff may use visuals, choices, familiar adults, written responses, observations or other appropriate communication methods.

This is supported through approaches including PSHE, Zones of Regulation, social stories, positive reinforcement and personalised regulation strategies, according to individual need.

~~Complaints should be made initially to Ms Kate Collins, following the school's Complaints Policy.~~

~~Parents can also contact the First tier SEND Tribunal for disability discrimination concerns.~~

~~Contact details:~~

- ~~Telephone: 0161 523 5444~~
- ~~Email: headteacher@safestartschooltameside.com~~
- ~~Written: Complaints Form (available on the school website).~~

5.13 Working with other agencies

~~Our contribution aligns with the Tameside Local Offer.~~

~~Parents can access SEND support via the Tameside Parent Helpline: 0161 342 5503.~~

~~Safe Start will work collaboratively with education, health, care and other relevant services. In line with the direction of national SEND reform, the school will continue to strengthen early, joined-up support and information sharing, while following consent, safeguarding and data protection requirements.~~

5.13 Working with Other Agencies

Safe Start School recognises that effective SEND provision may require coordinated working between education, health, social care and other relevant services.

The school will work collaboratively with local authorities and relevant professionals and agencies to support pupils' identified needs, EHC plan provision and outcomes. This may include liaison with:

- Local authorities and SEND services;
- Educational Psychologists;
- Speech and Language Therapy (SALT);
- Occupational Therapy;
- CAMHS and other health services;
- Social care;
- Careers and transition services; and
- Other specialist professionals involved with the pupil or young person.

Where appropriate, professional advice will inform individual planning, reasonable adjustments, interventions, annual reviews and transition arrangements.

The SENDCo will support effective communication between the school, families and relevant professionals to promote a coordinated approach and reduce unnecessary gaps or duplication in support.

Information will be shared appropriately and in accordance with safeguarding, consent and data protection requirements.

~~5.14 Complaints about SEN provision~~

~~Complaints about SEN provision in our school should be made to Ms Kate Collins in the first instance. They will then be referred to the school's complaints policy.~~

~~The parents of pupils with disabilities have the right to make disability discrimination claims to the First tier SEND Tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:~~

- ~~• Exclusions~~
- ~~• Provision of education and associated services~~
- ~~• Making reasonable adjustments, including the provision of auxiliary aids and services~~

~~5.15 Contact details for raising concerns~~

~~At Safe Start, we are committed to providing high quality services for all our school community, taking account of users' views and using the findings to promote and develop capacity for sustainable improvement.~~

~~If there are any complaints relating to the provision for children with SEND, these will be dealt with in the first instance by the class teacher and if unresolved by the SENDCo / Headteacher. The Governor with specific responsibility for SEND may be involved if necessary.~~

~~Formal complaints can be made in the following ways:~~

- ~~• By telephone — 0161 523 5444~~
- ~~• By Email — headteacher@safestartschooltameside.com~~
- ~~• In writing — by completing the Complaints Form, which is available from Safe Start and the school website. For further guidance, our Complaints Policy provides more information on how we handle complaints.~~

5.14 Concerns and complaints about SEND provision

Safe Start School is committed to working collaboratively with pupils, parents and carers to address concerns about SEND provision at the earliest opportunity.

Parents/carers who have concerns about their child's SEND provision should initially raise these with the class teacher. Where the concern remains unresolved, it should be referred to the SENDCo and/or Headteacher.

Where a concern cannot be resolved informally, parents/carers may make a formal complaint in accordance with the school's Complaints Policy.

Formal complaints can be made:

- **By telephone:** 0161 523 5444
- **By email:** headteacher@safestartschooltameside.com
- **In writing:** by completing the Complaints Form available from the school or on the school website.

The SEND Governor may provide appropriate oversight of SEND-related concerns and complaints as part of the Governing Board's monitoring responsibilities, but will not become involved in individual complaints where this could compromise their role within the formal complaints process.

Parents/carers of disabled pupils may also have the right to make a disability discrimination claim to the First-tier Tribunal (Special Educational Needs and Disability) where they believe that the school has unlawfully discriminated against their child. This may include claims relating to the provision of education and associated services, exclusions or suspensions, and reasonable adjustments, including auxiliary aids and services.

Further information about the school's complaints process is available within the Complaints Policy.

5.16 The local authority local offer

~~Our contribution to the local offer is Tameside Local Offer.~~

~~SEND Pupil Support Services offer a Parent Helpline to support parents with children with additional needs at home. The team can provide advice and strategies regarding all areas of SEND. The phone number for parents is 0161 342 5503. Calls are triaged and passed to the most appropriate service. Where schools are aware of parents requiring support or guidance with SEND learners at home, they should signpost them to the helpline, where they can access expert advice and strategies.~~

Safe Start School works with placing local authorities and will signpost pupils, young people and their families to relevant SEND information, advice and support.

For families living within Tameside, information about local SEND services, education, health and social care provision can be accessed through the Tameside Local Offer.

Tameside SEND Pupil Support Services also provide a Parent Helpline for parents and carers seeking advice and strategies to support children and young people with additional needs at home.

Tameside Parent Helpline: 0161 342 5503

Where staff identify that a parent or carer may benefit from additional SEND advice or support, they will provide appropriate information and signposting to the Local Offer, Parent Helpline or other relevant services.

Where a pupil is placed at Safe Start by another local authority, families will be signposted to the Local Offer and SEND support services provided by their home local authority where appropriate.

5.17 Pupil and parent/carers participation

Safe Start will ensure that children, young people and their parents/carers are meaningfully involved in decisions about SEN provision. Their views will inform IEPs, student passports, annual reviews, transition planning and evaluation of support. Information will be presented in an accessible way, and reasonable steps will be taken to enable pupils to communicate their views.

Voice of the child/young person and Voice of the Adult evidence will be used alongside parent/carers views, assessment information and professional advice to build a rounded picture. Adult observations will be factual and evidence-based and will not replace or override the pupil's own voice.

5.18 Early identification, inclusion and 2026 reform readiness

During 2026–27, Safe Start will continue to strengthen inclusive practice in line with current statutory duties and the direction of national SEND reform. This will include:

- Identifying emerging needs and barriers early rather than waiting for difficulties to escalate.
- Using the graduated approach and evidence from teaching, assessment, attendance/engagement, pupil voice and interventions to inform support.
- Prioritising evidence-informed adaptations and targeted support while maintaining ambitious curriculum outcomes.
- Strengthening collaboration between education, health, care, families and other professionals.
- Developing staff knowledge through relevant national SEND and inclusion training.

- Preparing systems and records so that future statutory changes can be implemented safely when confirmed.
- Continuing to deliver all existing EHC plan provision and statutory protections while current arrangements remain in force.

Proposed future arrangements such as National Inclusion Standards, Individual Support Plans, Targeted/Targeted Plus support and revised specialist provision packages will not be treated as current statutory requirements until legislation and implementation guidance confirm that they apply to the school.

6. Monitoring arrangements

This policy ~~and information report~~ will be reviewed annually by Kate Collins and SENDCo Sarah Jones and updated as necessary.

It will be approved by the Governing Board.

The policy may be reviewed earlier where there is a significant change to SEND legislation, statutory guidance or confirmed implementation requirements arising from the national SEND reform programme.

7. Links with Other Policies and Documents

This policy links with:

- Accessibility Plan
- Behaviour Policy
- Equality Policy
- Supporting Pupils with Medical Conditions
- Curriculum Plan
- Safeguarding / Child Protection Policy
- Attendance Policy
- Complaints Policy
- Teaching and Learning Policy
- Assessment Policy

Key national references considered in the October 2026 update

- SEND Code of Practice: 0 to 25 years (2015) – current statutory guidance.
- Children and Families Act 2014, Part 3.
- Special Educational Needs and Disability Regulations 2014.
- Equality Act 2010.
- Education (Independent School Standards) Regulations 2014
- Department for Education: Every Child Achieving and Thriving (2026).
- Department for Education: SEND reform – Putting Children and Young People First (2026 consultation).

- Department for Education: SEND training for schools – Supporting Every Child to Achieve and Thrive (published September 2026).