



Special Educational Needs and Disability Policy

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Status & Review Cycle: Statutory (Annual Review by Full Governing Board)

Last Review Date: January 2026

Next Review Date: January 2027

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1. Definitions of Special Educational Needs and Disability (SEND)

The definition of Special Educational Needs and Disability (SEND) is set out in Section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil of compulsory school age or a young person is considered to have 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 access to educational facilities generally provided for others of the same age in mainstream schools

A pupil must not be regarded as having a learning difficulty solely because the language or form of language spoken at home differs from that in which they are taught.

SEND may be short-term or long-term and can present across four broad areas of need:

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

The SEND Code of Practice (0–25 years) provides statutory guidance to support the implementation of this legislation.

The Local Offer outlines the provision available for children and young people with SEND and their families within the local area. This includes support available for those with and without an Education, Health and Care Plan (EHCP).

The Cheshire East Local Offer is available online and provides detailed information about services, support and pathways available locally.

[Local Offer](#)

The school's SEND Information Report is published on the school website and provides further detail about how this policy is implemented in practice, including the provision and support available at Tytherington School

The school's information report is available to view on our website.

[TS-SEND-Information-Report-2025-2026-1.pdf](#)

2. Mission Statement

Tytherington School is committed to providing an inclusive, ambitious learning environment where all pupils, including those with SEND, are supported to achieve their full potential.

Learning is at the heart of everything we do. We are committed to delivering high-quality, adaptive teaching and a strong universal provision that enables all pupils to access the curriculum and succeed.

We value strong relationships, personalised approaches and consistently high expectations for every learner. Staff and pupils work together within a respectful, nurturing and aspirational community, where diversity is celebrated and every individual feels a strong sense of belonging.

3. Aims and Objectives

“Every Teacher is a Teacher of SEND”

Aims

- To deliver a clearly defined universal inclusive offer, ensuring high-quality adaptive teaching meets the needs of the majority of pupils
- To ensure SEND provision is evidence-informed, outcome-driven and rigorously evaluated for impact
- To embed a culture of high expectations, inclusion and equity across all areas of the school
- To align SEND provision with current statutory requirements and emerging national reforms and inclusion standards
- To promote positive outcomes, independence and preparation for adulthood for all pupils with SEND

Objectives

- To identify SEND at the earliest opportunity through the use of a graduated approach (Assess–Plan–Do–Review)
- To ensure high-quality teaching is the first and most effective response to meeting additional needs
- To monitor pupil progress and provision systematically, using data and review processes to inform timely and effective intervention
- To work in close partnership with parents/carers and external professionals, ensuring a coordinated and holistic approach to support
- To place pupil voice at the centre of all planning, decision-making and review processes
- To ensure provision is clearly planned, implemented and reviewed with a focus on measurable outcomes and impact

4. Emerging National SEND Reforms (2026 onwards)

The school recognises the national direction of SEND reform outlined in the Schools White Paper *Every Child Achieving and Thriving (2026)*. Whilst these reforms are not yet statutory, they signal a significant shift towards a more inclusive, standardised and outcome-focused system.

Tytherington School is proactively preparing for these changes by:

- Strengthening a high-quality universal offer, rooted in adaptive teaching and early support
- Aligning provision with an emerging tiered model of support (Universal, Targeted and Specialist)
- Developing systems in preparation for Individual Support Plans (ISPs) to clearly record needs, provision, responsibility and measurable outcomes
- Embedding early identification and intervention across all curriculum areas
- Reviewing provision against emerging National Inclusion Standards to ensure consistency and quality

The school will continue to review and adapt its provision and policy in line with future legislative changes and statutory requirements.

5. Governance & Accountability

The Governing Board provides strategic oversight and accountability for SEND provision.

Governors are responsible for:

- Ensuring compliance with statutory duties
- Monitoring the quality, impact and outcomes of SEND provision
- Challenging leaders where provision does not demonstrate sufficient impact
- Ensuring the school maintains a clear and effective Inclusion Strategy aligned with school improvement priorities

The SENDCo provides regular updates to governors, including analysis of outcomes, provision effectiveness and areas for development.

6. Arrangements for Coordinating SEND Provision

The SEND team (HUB) is responsible for the strategic coordination and operational management of SEND provision across the school. This includes maintaining and regularly reviewing:

- The SEND Register
- Provision maps, outlining support and interventions

- Learning Profiles, detailing individual needs and strategies
- Education, Health and Care Plan (EHCP) documentation and annual reviews
- Dyslexia and literacy registers
- Provision is recorded, monitored and evaluated to ensure it remains responsive, evidence-informed and focused on measurable outcomes for pupils.
- The school is developing systems in line with emerging expectations for Individual Support Plans (ISPs), ensuring that provision is clearly documented, consistently implemented and rigorously reviewed for impact.
- All staff have access to up-to-date SEND information via the school's shared systems. This ensures that teachers and support staff:
 - Have a clear understanding of individual pupil needs
 - Can implement appropriate strategies effectively
 - Are accountable for the progress and outcomes of pupils with SEND
 - This coordinated approach supports consistency in practice, strong communication across teams, and improved outcomes for pupils with SEND.

7.Admission Arrangements

Admissions at Tytherington School are fully compliant with national legislation, including the Equality Act 2010, and are administered in a fair, transparent and inclusive manner.

The school is committed to welcoming pupils with SEND, including those with Education, Health and Care Plans (EHCPs), and ensuring that appropriate provision is in place to support their successful inclusion.

Effective transition is a key priority in supporting pupils with SEND. The school works proactively with families, feeder settings and external professionals to ensure a smooth and well-supported transition. This includes:

- Close liaison with feeder schools and settings to gather detailed information about pupil needs
- Meetings with parents/carers and relevant external agencies to ensure a shared understanding of provision and support
- Development of individualised transition plans, including additional visits, tailored transition programmes or enhanced support where appropriate

These arrangements ensure that pupils with SEND are well prepared, supported and able to access learning from the point of entry, enabling a positive start to their education at Tytherington School

8.Specialist SEND Provision

Tytherington School is a fully inclusive setting that supports pupils with a wide range of special educational needs and disabilities. The school is committed to ensuring that all pupils receive appropriate support to access learning and achieve positive outcomes.

Where pupils require provision beyond high-quality classroom teaching and targeted support, the school works in collaboration with **specialist services and external professionals** to meet more complex needs. This may include input from:

- Educational Psychologists
- Speech and Language Therapy
- Occupational Therapy
- CAMHS and other health professionals
- Sensory and specialist inclusion services

Specialist provision is:

- Needs-led and evidence-informed, based on assessment and professional advice
- Carefully planned and monitored, with clear intended outcomes
- Integrated within the wider curriculum, wherever possible, to promote inclusion and independence

The school remains committed to ensuring that specialist support:

- Enhances, rather than replaces, access to high-quality teaching
- Promotes independence, confidence and long-term outcomes
- Is regularly reviewed to ensure it has a measurable impact on progress, engagement and well-being

This approach ensures that pupils with more complex needs are supported effectively while remaining fully included in the life of the school

9.Facilities for Pupils with SEND

Tytherington School provides a range of facilities and resources to support pupils with SEND and promote full access to learning and school life.

This includes:

- Two designated SEND support bases (KS3 and KS4/5), alongside a dedicated SEND office
- Appropriate learning environments designed to support focused intervention, small group work and individual support
- Reasonable adjustments to the physical environment, curriculum access and teaching approaches, in line with the Equality Act (2010)

- Targeted support for pupils with sensory and physical needs, including adaptations to equipment, resources and learning spaces

The school is committed to ensuring that the learning environment is:

- Accessible, inclusive and responsive to the needs of all pupils
- Regularly reviewed and adapted to remove barriers to learning
- Designed to promote independence, engagement and well-being

These facilities support pupils with SEND to access the curriculum effectively and participate fully in all aspects of school life.

10.Allocation of Resources

Tytherington School allocates resources to SEND provision in a strategic, transparent and needs-led manner, ensuring that support is targeted effectively to improve outcomes for pupils.

Funding to support pupils with SEND includes:

- Element 1 and Element 2 funding, which is used to provide high-quality teaching and targeted SEND support within the school
- High Needs (Element 3) funding, accessed through the Local Authority for pupils with more complex needs, typically those with an EHCP
- Additional funding streams, such as Pupil Premium, where appropriate, to further support pupils with SEND who are also disadvantaged

The allocation of resources is:

- Led and monitored by the SENDCo, in collaboration with senior leaders
- Informed by assessment of need, provision mapping and evidence of effectiveness
- Regularly reviewed to ensure that provision represents value for money and demonstrable impact on pupil outcomes

Governors maintain oversight of SEND funding and its impact through:

- Regular reporting on provision and outcomes
- Evaluation of how resources are deployed across the school
- Challenge and support to ensure funding is used effectively and equitably

This approach ensures that resources are used efficiently to provide high-quality, impactful support that improves progress, inclusion and long-term outcomes for pupils with SEND.

11. Identification of Pupils' Needs

A Graduated Approach

Tytherington School adopts a graduated approach to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND), in line with the SEND Code of Practice. This approach recognises that pupils' needs may evolve over time and ensures that support is carefully matched, regularly reviewed and adapted where necessary.

Provision begins with high-quality classroom teaching and is escalated to targeted SEND Support where additional interventions are required. This ensures that support is proportionate, responsive and focused on improving outcomes.

Provision Planning and Individual Support

The school is developing provision mapping systems aligned with emerging expectations for Individual Support Plans (ISPs). These systems strengthen clarity, consistency and accountability by ensuring that provision is:

- Clearly linked to identified needs
- Evidence-informed and appropriately targeted
- Delivered by named staff with defined responsibilities
- Focused on measurable outcomes
- Structured around regular review points

This approach ensures that provision is transparent, consistently implemented and rigorously evaluated for impact across the school.

High-Quality Teaching (Universal Provision)

High-quality teaching is the primary and most effective form of SEND provision.

All teachers are responsible and accountable for the progress and development of pupils with SEND. Teaching is:

- Inclusive and ambitious, with high expectations for all learners
- Adapted and responsive to individual needs
- Informed by ongoing assessment and formative feedback

Barriers to learning are identified early and addressed within the classroom wherever possible through responsive, high-quality practice. This strong universal offer underpins all additional SEND provision.

SEND Support: Assess – Plan – Do – Review

Where a pupil continues to experience difficulties despite high-quality teaching, SEND Support is implemented using the Assess – Plan – Do – Review cycle.

This structured, cyclical process ensures that provision is:

- Purposeful and evidence-based

- Matched closely to individual need
- Regularly reviewed for impact and effectiveness

Pupils and parents/carers are actively involved at every stage, ensuring that their views inform planning and review.

The cycle is repeated and refined as needed, enabling provision to adapt over time and secure improved outcomes, independence and sustained progress for the pupil

12. Access to the Curriculum

Tytherington School is committed to ensuring that all pupils with SEND have equitable access to a broad, balanced and ambitious curriculum, alongside their peers wherever possible. Inclusion in mainstream lessons is the expectation, as shared learning experiences, high expectations and a sense of belonging are central to both academic progress and wider development.

Decisions about curriculum access are made on an individual basis, taking into account pupils' needs, strengths and aspirations, and are developed in partnership with parents/carers and, where appropriate, external professionals. Where full-time mainstream access is not appropriate, carefully planned and flexible arrangements are implemented to ensure pupils remain fully included in school life.

Universal Provision (Quality First Teaching)

The school ensures that all pupils benefit from a strong and consistent universal offer, which forms the foundation of all SEND provision. This includes:

- Adaptive teaching and flexible approaches
- Explicit instruction, modelling and structured explanations
- Scaffolding to support access, independence and progression
- Regular formative assessment to inform responsive teaching

This universal provision enables barriers to learning to be identified and addressed early, ensuring that the majority of pupils' needs are met through high-quality classroom practice.

Adaptation and Reasonable Adjustments

Teachers routinely implement adaptation and reasonable adjustments as part of Quality First Teaching, in line with the Equality Act (2010). These may include:

- Adapting lesson content, resources and outcomes
- Providing alternative methods of recording
- Allowing additional processing time
- Using visual, auditory or multi-sensory supports

- Adjusting seating arrangements or classroom environments
- Providing access to assistive technology

These adjustments are designed to remove barriers to learning, ensuring that pupils with SEND can engage meaningfully and make progress within the curriculum.

Targeted and Specialist Support

Where additional support is required beyond the universal offer, pupils may access **targeted or specialist interventions**. These are:

- Time-limited, purposeful and evidence-informed
- Based on robust assessment of need
- Designed to address specific barriers (e.g. literacy, numeracy, communication, SEMH)

Interventions are delivered by trained staff and are carefully planned to complement, not replace, high-quality teaching.

The impact of all interventions is regularly monitored and evaluated, and provision is adapted where it does not demonstrate measurable impact on pupil outcomes.

Staff Expertise and Consistency of Practice

Staff receive regular SEND-focused professional development to ensure they are confident and skilled in delivering inclusive practice. Training is informed by:

- School priorities and pupil need
- Updates in statutory guidance and national SEND developments
- Specialist input from external professionals

The SENDCo ensures that staff have access to up-to-date strategies and guidance, promoting consistency, quality and accountability in practice across the school.

13. Inclusion of Pupils with SEND

The SENDCo works closely the Senior Leadership Team to ensure that inclusive practice is embedded consistently throughout the school. Inclusion is regarded as a whole-school responsibility, with all staff committed to ensuring that pupils with SEND are fully included, valued and supported to participate meaningfully in all aspects of school life.

The school curriculum is regularly reviewed to ensure that it is accessible, inclusive and ambitious for pupils with SEND. This includes consideration of teaching approaches, curriculum content, assessment methods and progression pathways. Where necessary, reasonable adaptations and alternative approaches are implemented to ensure that pupils with SEND are able to access learning alongside their peers while being appropriately supported and challenged to achieve their potential.

Inclusion extends beyond the classroom to enrichment opportunities, educational visits, extra-curricular activities and wider aspects of school life. The school makes reasonable adjustments to enable pupils with SEND to participate fully in these opportunities, including additional planning, targeted support or alternative arrangements where required. Tytherington School actively promotes equality of opportunity and seeks to remove any barriers that may prevent pupils with SEND from engaging in the full breadth of experiences offered.

The SENDCo and other key SLT colleagues monitor the effectiveness of inclusive practice through regular review of pupil progress, attendance, behaviour, engagement and outcomes. This information is used to inform future planning, staff training and the ongoing development of inclusive provision. The views of pupils and parents/carers are central to this process, ensuring that inclusion remains responsive, effective and focused on positive outcomes for every learner.

Inclusion is evaluated through:

- Pupil outcomes and progress
- Engagement, attendance and behaviour
- Pupil voice and lived experience
- Sense of belonging within the school community

This ensures inclusion is not defined by provision alone, but by the real impact on pupils' lives and learning.

14. Evaluating the Success of Provision

The effectiveness of SEND provision is evaluated through a clear focus on impact rather than provision alone.

Evaluation considers:

- Academic progress and attainment
- Attendance and behaviour
- Pupil engagement and well-being
- Preparation for adulthood outcomes

Provision is regularly reviewed and adapted where impact is limited.

Robust monitoring systems, including half-termly reviews and analysis of data, ensure that provision remains responsive, effective and aligned to pupil needs.

An Annual SEND Report is presented to governors, providing a strategic overview of provision, outcomes and future priorities.

15.Complaints Procedure

Any concerns regarding SEND provision should initially be discussed informally with the SENDCo, who will work with parents/carers to seek an early and effective resolution. If concerns remain unresolved, formal complaints should be made in accordance with the school's Complaints Policy, which is available on the Tytherington School website at:

<http://www.tytheringtonschool.co.uk/governance/policies/>

16.Professional Development (CPD)

Tytherington School is committed to ensuring that all staff are confident and skilled in meeting the needs of pupils with SEND through high-quality professional development. Whole-staff SEND training is delivered regularly to develop inclusive practice, raise awareness of a range of needs and reinforce the principle that every teacher is a teacher of SEND.

Where specific needs are identified within the school, specialist training is accessed as required, including support from external professionals and services. The SENDCo and HUB staff attend relevant external training to maintain up-to-date knowledge of legislation, guidance and effective practice, and this expertise is shared with staff to support consistent, high-quality SEND provision across the school.

17.Links to Support Services

Tytherington School works in close partnership with a range of health, social care and education services to support pupils with SEND and promote positive outcomes. The school maintains strong links with external professionals including Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, the School Nursing Service, the Sensory Inclusion Team and the Cheshire East Autism Team. These partnerships enable a coordinated, multi-agency approach where pupils' needs cannot be fully met through school-based provision alone. Information is shared appropriately and with parental consent, ensuring that support is well-informed, timely and responsive.

Further details of SEND provision, signposted services and the Cheshire East Local Offer are available on the Tytherington School website within the SEND section:

[SEND at Tytherington School - Tytherington School](#)

Parents/carers are informed and involved unless safeguarding considerations apply.

18. Working in Partnership with Parents/Carers

Tytherington School recognises parents and carers as key partners in supporting pupils with SEND and is committed to working collaboratively to secure the best possible outcomes. Open, honest and regular communication is central to this partnership and is achieved through meetings, reviews, email contact, parents' evenings and informal discussions where appropriate.

Parents/carers are actively involved in decision-making relating to identification, support and review of SEND provision, including the Assess, Plan, Do, Review process and Annual Reviews for pupils with

EHCPs. The school values parental views and ensures they are listened to and reflected in planning wherever possible.

Further information for parents and carers, including the SEND Information Report and contact details for the SEND team, is available on the school website:

[Home - Tytherington School](#)

19. Links with Other Schools

Tytherington School maintains strong links with local primary schools within the Tytherington Partnership to support effective transition for pupils, particularly those with SEND. Detailed information is shared with feeder primary schools prior to pupils joining the school, including meetings between SENDCos and key staff to ensure continuity of support. Individual transition arrangements may include additional visits, transition workshops and personalised planning where required.

The school also works closely with post-16 providers, including sixth forms, colleges and training providers, to support pupils as they move on from Year 11. Transition planning for pupils with SEND, particularly those with EHCPs, begins early and is informed by pupil and parent/carer views, ensuring a smooth and well-supported move to the next stage of education.

Further information about SEND transition arrangements can be found on the Tytherington School website:

[Transition Information for Parents of Prospective Students - Tytherington School](#)