



Taunton Deane  
Partnership College

Safeguarding is everyone's responsibility

# **SEND**

## **Special Educational Needs and Disability (Inclusion) Policy**

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Lead Reviewer	Sam Walters
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Reviewed Annually: Review Due	April 2026

**This policy makes reference to the following statutory legislation and guidance:**

[Children and Families Act 2014](#)

[Equality Act 2010](#)

[SEND Regulations 2014](#)

[SEND Code of Practice 2015](#)

[Supporting Pupils at School with Medical Conditions 2015](#)

***‘All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives; make a successful transition into adulthood’***

## **SEND Code of Practice 2015**

### **Our Vision and Values at Taunton Deane Partnership College (TDPC)**

Our students are entitled to:

- A safe and secure base, where all feel welcomed and valued. Where every day is a new day and where all students are supported to achieve the best that they can.
- The opportunity to build resilience, confidence and the key skills that are needed for them to be happy and successful.
- A curriculum that is aspirational and engaging and meets all the needs - academic, social and emotional – of our students enabling them to take the next steps and to reach their full potential.

To achieve this we:

- Work collaboratively with all stakeholders to obtain the best outcomes
- Continually plan, assess, monitor, deliver and review thus offering a personalised curriculum

Whilst at TDPC we have 3 core expectations of all stakeholders.

**Be Safe**

**Be Kind**

**Be Respectful**

Our ethos and subsequent expectations and rules are built around these principles.

#### **Rationale**

The Taunton Deane Partnership College (TDPC) understands that every pupil has their own individual and unique strengths and needs. We recognise that a large proportion of our pupils have special educational needs or disabilities (SEND) and as a school, we are committed to ensuring that the necessary provision is made for every pupil within the school's diverse community.

TDPC believes in inclusive education for all, welcoming diversity in all its forms and giving everyone meaningful access to a broad and balanced curriculum. To achieve their full potential, our students may require additional support throughout their time with us, and we target our support to meet their individual needs. We aim to support our pupils to develop their own strategies for managing their needs, in order to build their independence, and support them in their next setting.

## **The role of the SENDCo**

SENDCOs must:

- Be able to support and advise the Headteacher and governing body in determining the strategic development of SEN policy/provision in the school – this is achieved most effectively by being a member of the SLT.
- Have day-to-day responsibility for the operation of SEN policy and specific support to children and young people (CYP) with SEN, including those with an EHCP.
- Be a qualified teacher and working towards a National Award in Special Educational Needs Coordination within three years of becoming a SENCO.
- Provide professional guidance to colleagues and work closely with staff, parent carers and other agencies.
- Be aware of the Local Offer provision and provide support to families to ensure CYP with SEN receive appropriate support.
- Ensure your school keeps its record of CYP with SEN up to date.
- Compile an annual report for school governors about the provision for, and progress of, CYP with SEN.
- Have knowledge of the SEN budget and how it is used.
- Advise on the graduated approach to providing SEN support.
- Liaise with potential next providers of education to ensure a CYP and their parent carers are informed about options and a smooth transition is planned.
- Work with the Headteacher and SEN Governor to ensure that the school meets requirements under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make reference to the Somerset Graduated Response Tool in the school SEN Information Report.

## **Definition of SEND**

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person 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 of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

In the [SEND Code of Practice](#), all children receiving special needs provisions are to be referred to as receiving SEND support. Where children meet the criteria above, they will be placed on the school's SEND register and will receive appropriate support to meet

their individual needs. Children with severe or complex needs may require an Education, Health and Care Plan (EHCP).

## **Definition of SEND provision/SEN Support**

Special educational provision is educational or training provision that is additional to or different from that which is universally available for other children or young people of the same age, in the same setting. Further information around Universal Provision and SEND Support can be found in the [Somerset Graduated Response Tool](#), which TDPC uses in order to identify the support needs of individuals and ensure appropriate provision at either Universal Provision and SEND Support level.

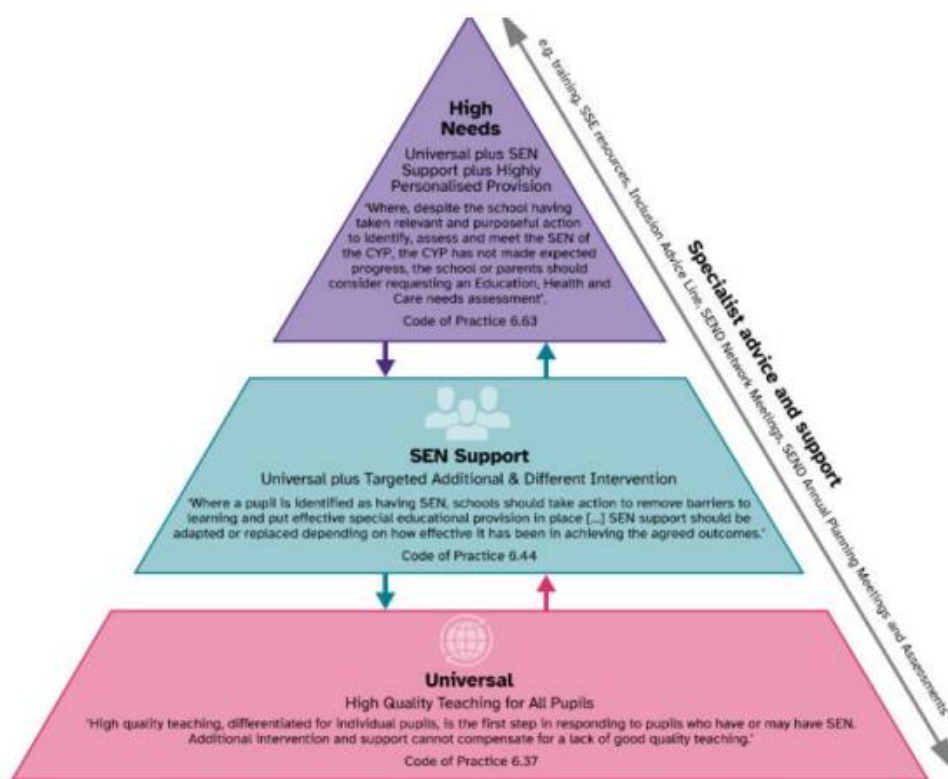
## **Our objectives**

Schools are required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, we will:

- Use our best endeavours to make sure that pupils with SEND are identified in a timely manner and get the support they need to access our broad and balanced curriculum.
- Follow the Somerset Graduated Response Tool to provide appropriate provisions that meets the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil our statutory duties towards pupils with SEND in light of the SEND Code of Practice (2015)
- Promote disability equality and equality of opportunity, fulfilling our duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision - the SENDCo.
- Inform parents when we are making special educational provision for their child.
- Review, prepare and publish important information about our school and its implementation of relevant SEND policies, including:
  - Accessibility plans setting out how we plan to increase access to the curriculum and the physical environment for pupils with SEND.
  - Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.
  - Produce and publish a SEND Information Report that details the implementation of our policy for pupils with SEND

## Our approach to identification of SEND

At TDPC, a graduated response is part of whole school teaching covering universal, SEN support and high needs provision as laid out in the Somerset Graduated Response Tool.



Children are identified as potentially having SEND if:

- Their progress is significantly slower than that of their peers, starting from the same baseline
- Their progress fails to match or better their previous rate of progress
- The attainment gap between the child and their peers fails to close or widens

Using the Somerset Graduated Response Tool, areas of need (as outlined below) are identified using assessment tools, and progress and provision is monitored using the Assess, Plan, Do, Review (APDR) cycle.

Children and young people who have SEND, may have a disability under the Equality Act 2010:

*‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’*, Code of Practice (2015)

At TDPC we educate pupils with both disabilities and medical needs. We support the implementation of healthcare plans and work closely with medical professionals to ensure that our students are able to access and succeed in education. We liaise with outside agencies and co-ordinate education through an Assess, Plan, Do, Review cycle.

## Types of SEND need

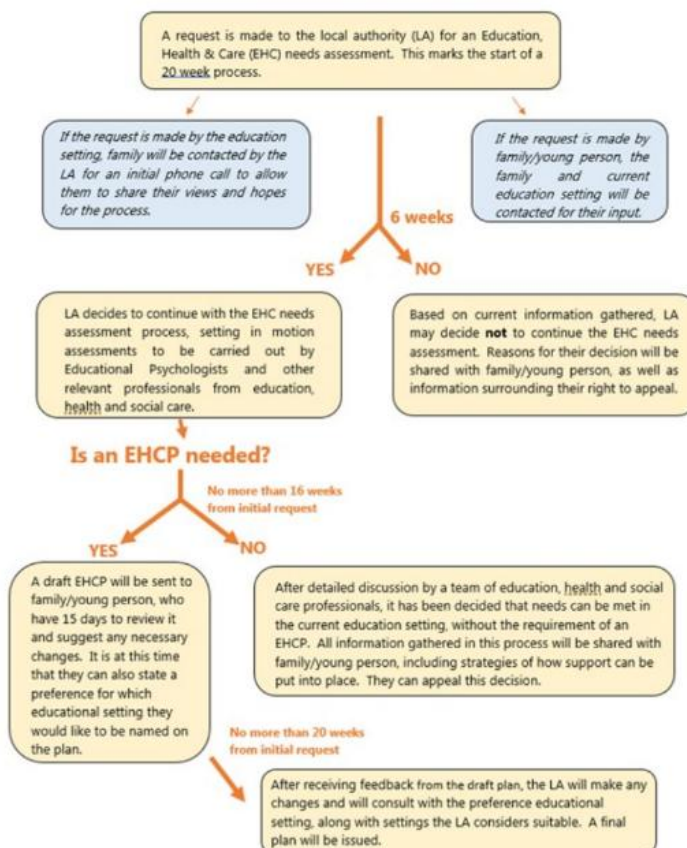
The SEND Code of Practice 0-25 identifies four broad areas of Special Educational Need. The table below shows the SEND category of need along with the range of needs within each category

Category of Need	Range of needs within the category
Communication and Interaction	Speech, language and communication needs (SLCN) Autistic Spectrum Disorder (ASD)
Cognition and Learning	General Learning Difficulties from moderate (MLD) to severe (SLD) or profound multiple learning difficulties (PMLD) Specific Learning Difficulties (SpLD) including Dyslexia, Dyscalculia and Dyspraxia
Social, Emotion and Mental Health difficulties	Anxiety or depression Withdrawn or isolated behaviours Challenging or disturbing behaviour Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder
Sensory and/or physical needs	Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment Physical disability Sensory Processing Disorder

We recognise that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a child, some children may need provision above SEND Support level. In these cases, we will consult with parents, children (as appropriate) and external professionals when considering a request for an EHC (Education and Health Care) needs assessment. Please see flow chart below for more information on the process.

### Stages of the Education Health & Care Needs

#### Assessment Process



## **Our approach to involving parents/carers/children/young people**

We believe that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision,
- Continuing social, emotional and academic progress of pupils with SEND
- Parent/carer views and/or concerns about their child's progress or needs, are considered and valued.

We encourage parent/carer involvement at all stages of the child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing feedback on progress through regular formal and informal meetings. We are committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress. Where a pupil is receiving SEND support, the school will liaise with parents in setting outcomes and reviewing progress. Pupils who have an Education Health Care Plan will also have an Annual Review where their child's needs, provision and outcomes are reviewed by the parents/carers, relevant school staff and professionals working with the pupil and their family.

We seek to gain the child's voice through developmentally appropriate approaches, to ensure their voice is heard.

## **Record keeping, monitoring and data management**

All information about pupils will be kept in accordance with our Data Protection Policy. Our records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

## **Working with external agencies**

We will work collaboratively with external professionals where appropriate and available. There may be limitations to accessing external agency support due to restrictions in national funding. Please see the [Somerset Local Offer](#). The majority of support is accessed through a referral via an Early Help Assessment which is written in collaboration between home and school.

## Supporting transition

Transitions into and out of TDPC are as carefully managed as they can be, in collaboration with the local authority and receiving schools. A transition plan is put together with all professionals supporting the young person, either into school, college or their identified next steps, and reviewed regularly to monitor progress.

## Safeguarding

We recognise that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

We recognise that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The head teacher and local governing board will ensure that the school's Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse. If restrictive physical intervention is required in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's [Relationship and Behaviour Policy](#).

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

## Staff training

We aim to keep all staff up to date with relevant training and teaching practice in relation to the needs of children with SEND, and responsive to the needs of each cohort of children.

Some training, such as Safeguarding, is repeated annually, whilst other such as Team Teach are bi-annual. Training records are held centrally and reflect the wide range of training that staff receive, including updating their knowledge within their chosen subject area.

## **Complaints process**

TDPC have published their [Complaints Policy and Procedures](#) on the school website.

## **SEND Information Report**

The SEND Information reports is published annually and is available to view in the [SEND section of the school website](#). We will ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It will include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.

**Related Policies, Procedures and Documents all available on the [Taunton Deane Partnership College website](#)**

Equality policy

School curriculum

Assessment policy

Accessibility plan

Teaching and learning policy

SEN Information Report

Relationship and Behaviour policy

Careers policy