

Special Educational Needs and Disabilities (SEND) Policy

1. Introduction

Turning Point Leeds (TPL) is committed to providing high-quality, inclusive education that meets the needs of all pupils, including those with special educational needs and disabilities (SEND). We work in partnership with host schools, parents/carers, and external agencies to ensure every pupil receives personalised support that enables them to succeed socially, emotionally, and academically.

2. Purpose

The purpose of this policy is to:

- Ensure that all pupils with SEND are identified, supported, and able to thrive.
- Provide a framework for meeting the needs of pupils with SEND in line with the SEND Code of Practice (2015).
- Clarify the responsibilities of staff, Directors, and host schools.
- Promote positive outcomes, independence, and resilience for all learners.

3. Principles

- **Inclusive Practice:** All pupils have the right to access a broad, balanced, and differentiated curriculum.
- **Early Identification:** SEND needs are recognised and addressed as quickly as possible.
- **Collaboration:** TPL works closely with host schools, families, and outside professionals.
- **Personalisation:** Provision is tailored to individual needs, recognising strengths and areas for development.
- **Safeguarding:** Where SEND overlaps with safeguarding concerns, TPL will always inform the host school DSL.

4. Identification of SEND

A pupil may be identified as having SEND where they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability that prevents or hinders them from making use of facilities normally available in mainstream education.

Information about SEND needs may come from:

- Host school records and assessments.
- Observations and assessments carried out by TPL staff.
- Reports from parents/carers or external professionals.
- Pupil self-disclosure or expressed needs.

5. Provision for Pupils with SEND

TPL provides:

- Differentiated teaching and learning opportunities.
- Targeted support through small group or 1:1 sessions.
- Individual Support Plans (ISPs) where appropriate.
- Access to resources, interventions, and assistive technology.
- Emotional and social support, including mentoring and restorative practice.
- Adjustments to the physical environment if needed.

All provision is designed in consultation with host schools to complement, not replace, their statutory SEND responsibilities.

6. Working with Host Schools

- TPL does not replace the statutory duties of host schools in relation to SEND.
- Host schools remain responsible for maintaining Education, Health and Care Plans (EHCPs).

- TPL staff contribute to review meetings, reports, and assessment data.
- TPL will always communicate openly with host school SENDCos and DSLs about pupil needs and progress.

7. Staff Training

- All staff receive training in SEND awareness, differentiation, and inclusive practice.
- Specialist training is provided where required (e.g., ASD, ADHD, SEMH, dyslexia).
- DSLs and Directors ensure training is updated regularly.

8. Monitoring and Review

- Provision for pupils with SEND is reviewed termly.
- Directors oversee the effectiveness of SEND provision and ensure compliance with statutory guidance.
- Feedback from host schools, parents/carers, and pupils informs improvements.

9. Responsibilities

- **Directors:** Ensure SEND provision is embedded across TPL and complies with statutory guidance.
- **SEND Lead (designated within TPL):** Coordinates provision, liaises with host schools, parents, and external agencies.
- **All Staff:** Identify needs early, adapt teaching, and contribute to monitoring progress.
- **Host Schools:** Retain statutory responsibility for SEND, EHCPs, and access to specialist services.

10. Linked Policies

- Safeguarding & Child Protection Policy

- Equality, Diversity & Inclusion Policy
- Restorative Discipline Policy
- Behaviour & Anti-Bullying Policy
- Data Protection & GDPR Policy

Written August 2025

Next Review August 2026