



Special Educational Needs, Disabilities and Inclusion Policy

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1. Statement of Intent

Sutherland House School (SHS) believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the local authority, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, parents/carers, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND to support their progress towards the outcomes on their Education and Healthcare Plan, (EHCP).
- Successful preparation for adulthood, including independent living and employment.

2. Legislation and Guidance

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- Health and Care Act 2022
- DfE and DHSC, Special educational needs and disability code of practice: 0 to 25 years
- DfE, Keeping children safe in education 2026
- DfE, Working together to safeguard children 2026
- DfE, Supporting pupils at school with medical conditions
- DfE, Mental health and wellbeing provision in schools
- DfE, School Admissions Code
- Equality and Human Rights Commission, Reasonable adjustments for disabled pupils

This policy operates in conjunction with the following school policies:

- Accessibility Policy
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Positive Behaviour Support Policy

3. School Context

Sutherland House School Bath Street is a non-maintained school for pupils aged 3–19 who have autism as their primary diagnosis. Each pupil has an Education, Health and Care Plan (EHCP), which informs a person-centred approach to provision and supports progress towards highly individualised educational, social and developmental outcomes. In addition to autism, many pupils have associated diagnoses or medical considerations, such as attention deficit hyperactivity disorder (ADHD) or epilepsy.

4. Roles and responsibilities

Governing Body

- Ratifying and regularly reviewing this policy to ensure it conforms to relevant law and guidance (in conjunction with AEM)
- Ensure local procedures are in place to effectively implement this policy within the school.
- Keep themselves informed through regular meetings with staff and visits to the school.
- Monitor the effectiveness of the policy and advise the Head Teacher or Governing Body
- Ensure that any issue that may be perceived as a potential reputational risk is referred to the AEM Board of Trustees.

Head Teacher

- Ensure all relevant staff are aware of this policy, receive appropriate professional development and local procedures are followed.
- Assign members of the leadership team to ensure the SEND Code of Practice is implemented effectively, including liaison with external agencies, co-ordination of annual reviews, and appropriate training to meet individual needs.

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- Has overall responsibility for the provision and progress of pupils with SEND and/or disabilities.

Senior Leadership Team

- Determine the strategic development of this SEND policy and provision in the school, working with Standards and Governance.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND and EHCPs.
- Ensure that initial baseline assessments are completed within the first half term of a pupil's admission.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 in relation to reasonable adjustments and access arrangements.
- Ensure that the school keeps records for all pupils with SEND up to date.

Class Teacher

- Knows the pupils and their needs well, through forming positive relationships with pupils and their families.
- Plans and reviews support for the pupils in their class.
- Sets high expectations for every pupil, taking into account their individual needs.
- Plans lessons to address potential areas of difficulty and works closely with any teaching assistants or specialist staff to ensure that there are no barriers to every pupil achieving.
- Ensure every pupil is able to access the school's curriculum.
- Is accountable for the progress and development of the pupils in their class.
- Is aware of the needs, outcomes sought, and support provided to any pupils they are working with.
- Works with the senior leadership team to review each pupil's progress and development and decide on any changes to provision.
- Ensure they follow this policy.

5. Approach

All pupils attending SHS Bath Street have an Education, Health and Care Plan (EHCP) and autism as their primary diagnosis.

- All pupils are funded by their Local Authority.
- High-quality teaching, personalised for individual pupils, is the first step in the school's response to pupils' needs.
- On entry to school, each pupil's strengths and areas for development will be assessed, baselined and used to plan person-centred support, provision and Positive Behaviour Support Plans (PBSPs).
- Documentation to support pupils will be created as appropriate, including risk assessments and individual education plans.
- Families have a vital role to play in supporting their child's education and as such their views will be sought and they will be included in decision making.
- Pupils will be offered full access to a broad, balanced and relevant education, including an appropriately person centred and adapted curriculum.
- The school will manage its resources to ensure that pupils' needs are met.
- School will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- Provision and progress for pupils will be monitored and reviewed termly.
- Reports will be generated to outline pupils progress towards their outcomes.
- These progress reports, alongside parental and pupil voice will input into annual EHCP review meetings in line with the SEND code of practice.
- Where necessary, reviews will be held more frequently than once a year for some pupils, this will be at the discretion of the Senior Leadership Team, parents or local authorities.
- Where a pupil requires additional support to make progress towards the outcomes in their EHCP, Team Around the Child and/or pupil challenge meetings may be called with AEM leadership team, school staff, parents and external professionals to discuss strategies to support pupils to get back on track.
- Any actions arising from EHCP review or TAC meetings will be used to inform provision, curriculum and strategies.
- School will collaborate with outside agencies, education, health and social care services to provide support where appropriate.
- Transition planning will lead to successful entry into the school and successful preparation for adulthood, including independent living and employment.
- School will provide a range of accredited courses that are personalised as appropriate.
- Evaluate the success of our provision, considering:
 - the level of support pupils received and the amount of progress they make (including against EHCP outcomes)
 - the B-squared data of pupils
 - where appropriate, the success of pupil premium strategies
 - the impact of training and new approaches to meeting pupils' needs
 - the views of pupils and parents

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- the views of outside agencies
 - destination tracking
 - achievement of external qualifications
 - observations of teaching and learning
 - monitoring of attendance data, both daily and/or sessional
 - monitoring of engagement in learning
 - monitoring of behaviour incidents and risk assessments
 - informal discussion with pupils
 - regular communication with parents or carers
 - parent or carer and pupil questionnaires
 - All staff have training in the following areas: Safeguarding, Autism Awareness, CALM theory and practical, Cognitive Issues, Total Communication, Learning Disabilities
 - Staff appraisal processes will support the development of knowledge, skills and attitudes that support effective provision for our pupils
 - Arrangements for the fair admissions of pupils are outlined in the school's admissions policy and are published on the school website
 - School will plan, deliver and monitor services against how well outcomes have been met in relation to Improved educational progress and outcomes for children and young people with SEND
 - The school will comply with the Data Protection Act 2018 and UK GDPR requirements in relation to the sharing, storage and processing of information.
 - School will use a range of autism specialist approaches and strategies. All approaches will be evidence based, ethical and person-centred to each pupil.

5.1 Supporting pupils moving between phases and preparing for adulthood

SHS will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition and induction will be person-centred to each pupil.

5.2 Adaptations to the learning environment.

SHS Bath Street is a single-site school. Entrance to the main building is through the main front entrance, which is suitable for wheelchair access. There are two lifts across the school site to ensure access across all floors. There are clearly identified toilets for pupils and adults. Classrooms provide good lighting and acoustic conditions so that the effects of sensory and hearing difficulties are minimised, including through carpeting, curtains and quiet areas. The main building also has a designated sensory area and breakout spaces.

5.3 Arrangements for providing access to learning and the curriculum

- The school will ensure that all pupils have access to a balanced and broadly based curriculum. Where the National Curriculum is linked to a programme of study, it will be adapted flexibly to meet pupils' needs. No pupil will be excluded from a learning activity because of their disability, learning difficulty or disability unless this is clearly in the pupil's interests and supports inclusion.
- All pupils will have their own work areas with personalised tools to support them to be ready to learn.
- Staff will work in a way to avoid the isolation of pupils and will encourage peer working and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording are planned for where this is appropriate.
- Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the curriculum and extracurricular activities are inclusive and do not exclude any pupils.

5.4 Access to Information

- All children requiring information in formats other than print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them and ensure access by pairing pupils/peer support/TA support.
- We provide alternatives to paper-and-pencil recording where appropriate, including access to teaching assistant scribing support.
- We use a range of assessment methods within lessons, such as audio recording, photographs, video and drawing, to ensure that pupils can demonstrate their achievements appropriately.

5.5 SHS Bath Street Curriculum

Pupils attending the school are grouped into one of two curriculum pathways, based on their needs, EHCP outcomes and levels of attainment: Pathway 1 and Pathway 2. Pathway 1 enables young people who are engaged in non-subject-specific learning to develop communication, numeracy, creative arts, physical development and independent living skills through sensory play and intensive interaction approaches. Pathway 2 prepares young people to access qualifications and develop the knowledge and skills needed for college, work placements, apprenticeships and independent living.

Through the curriculum pupils will have access to the local community which forms an integral part of their education and preparedness for adulthood. They build on their own independence through travel training, shopping and food preparation.

Pupils from KS3 onwards also access our Careers curriculum which supports pupils to understand the different roles in society and build job aspirations for those pupils that may go on to find employment.

No pupil is ever excluded from taking part in school activities because of their SEN or disability. Reasonable adjustments will be made to ensure all pupils can participate in activities offered at school

5.6 Working in partnership with Health and Social Services, Education Welfare Services and any Voluntary Organisations (Children Families Act 2014)

- School regularly consults health service professionals.
- Early Help Assessment (EHA) and the Education Welfare Service will be accessed through the senior leadership team. Class teachers will alert if there is a concern they would like discussed through reporting tools as directed within the Safeguarding and Child Protection Policy.
- Social services will be contacted by the lead Designated Safeguarding Lead when appropriate.

There are many voluntary organisations that support pupils with SEND and their families. Parents and carers will be given details of relevant groups on request or where appropriate. Information sent from organisations will be shared within the school where it is relevant and suitable.

- CAMHS
- Children's Social Care
- Drug support networks and charities
- Bereavement counselling charities
- Education Welfare Service
- Pupils GP
- Speech Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychologist Services

Planning for external agency referrals will be undertaken in consultation with parents and carers, where appropriate.

6. Monitoring arrangements

This policy and information report will be reviewed by the Senior Leadership Team every year. It will also be updated if any changes to the information are made during the year.

7. Definitions

A pupil has SEN if they have a learning difficulty or a 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 he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

- AEM – Autism East Midlands
- EHCP – Education, Health and Care Plan
- PBSP – Positive Behaviour Support Plan
- SLT – Senior Leadership Team

8. Complaints

Complaints about SEN provision in our school should be made to the class teacher in the first instance, the complaints policy should then be followed if the issue is felt to be not adequately addressed at this informal stage. Complaints can be formally made to Autism East Midlands using the following information

<https://www.shsbraithwell.org.uk/uploads/generic/documents/Compliments-Complaints-Procedure-Nov-25.pdf>