

SEND Policy

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1. Aims and objectives

Connex is a nurturing and supportive provision where children and young people are welcomed, cared for, and empowered to reach their full potential. We take pride in recognising and celebrating the qualities of each individual. Teaching at Connex is highly adaptive, ensuring all learners can access education, and our pastoral approach provides the support that learners need throughout their journey.

At Connex, we are committed to providing the support learners need to thrive. Our goal is to help them achieve positive outcomes, become well-prepared for adulthood, and successfully transition into future employment. We offer timely, high-quality support that is ambitious and aspirational, consistently meeting the needs of learners through early identification and evidence-based practices.

Our Commitment to SEND Provision:

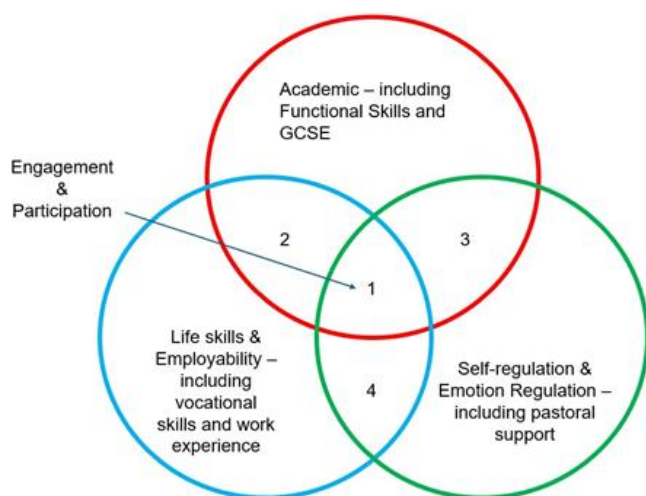
Connex ensures the full implementation of national legislation and guidance regarding learners with SEND. Specifically, we will:

- Gain a thorough understanding of each learner's needs to provide personalised support that enables progress.
- Structure the Connex curriculum around three key areas. Each learner will be placed into one of four streams, based on careful assessment and a comprehensive understanding of their needs.
- Support learners in meeting the outcomes outlined in their Education, Health, and Care Plans (EHCP), helping them to make steady progress as they transition through key stages.
- Use a combination of assessment and person-centred planning to support each learner's progress toward their aspirations, focusing on academic, social, emotional, and life skills development.
- Help learners stay engaged with the setting that best meets their individual needs.
- Foster a reflective and honest approach in all communication with outside agencies, schools, and families. We actively listen and collaborate with all stakeholders to improve outcomes.
- Provide support that encourages learners to become confident individuals living fulfilling lives.
- Offer guidance through certificates, courses, and careers advice to support a smooth transition into adulthood and the world of work.
- Engage learners and their families in discussions and decisions about their support, provision, and next steps.

At Connex, every member of staff is fully trained in safeguarding children and young people. Our skilled pastoral team offers targeted support for the needs of learners. Our SEND policy is understood and consistently implemented by our dedicated, passionate staff.

2. Vision and Values

Connex offers many different pathways into education. The Connex Curriculum comprises of academic learning, life skills and employability and self regulation and emotional regulation. Our curriculum links closely with the British Values and these values underpin our Connex Communication Rights.



Stream 1 - Engagement and Participation – focusses upon all three areas of the Connex Curriculum, which is the goal for all of our learners.

Stream 2 (a focus upon academic and life skills & employability) and Stream 3 (a focus upon academic, self-regulation, emotional regulation and communication and interaction needs).

Stream 4 Is our more therapeutic stream that focusses upon life skills & employability alongside self-regulation & emotional regulation. Learners engage with routines and find a sense of belonging. Although there is less focus upon academic study, some skills and knowledge are intertwined in the activities used to support each individual learner.

We aim to:

- Provide a balanced, accessible and relevant range of learning experiences to our learners
- Know our learners, their strengths, interest and needs – then use this knowledge to make the best personalised offer to them
- Support our learners to achieve the maximum amount of academic progress
- Develop our learners as learners, and build their confidence so they are able to successfully transition to their next destination.

Engagement & Participation	Life Skills & Employability	Self-regulation & Emotional Awareness	Academic
Developing social interactions alongside safe, healthy and mutually rewarding relationships	Knowledge and skills to make informed choices and decisions	Developing skills for positive mental health	Academic progress across the curriculum, with a core focus upon English, Maths and PSHE
	Life skills for communication, interaction and independence		
	Sustainability		
Uphold British Values in our diverse multi-cultural society	Contribute economically and make budgetary choices	Developing responsible attitudes to physical health, including nutrition and exercise	Developing skills and knowledge to participate in formal assessments
	Identify their place in the wider community		
Engage in fulfilling activities	Identify risks and strategies to keep safe	Identify how choices and behaviours impact on others	Development of academic resilience
Attendance	Transferrable and vocational skills		

Connex follows the National Curriculum, where appropriate, although content is adapted to meet our learner's needs and difficulties, enabling them to achieve good educational outcomes. It is our belief that all learners must receive a good education, regardless of their circumstances or the settings in which they find themselves.

The aim is to provide our learners with a small team of consistent adults and a personalised curriculum offer. The work set and the strategies used to support them are specifically tailored to their needs, through highly differentiated small steps and flexible teaching and learning approaches.

Provision Overview

Tier 2 Provision Overview	Tier 3 Provision Overview
Assessment	
To know our learners - their strengths, interests and needs – and use this knowledge to make the best possible personalised offer to them	
Re-engagement	
To provide a balanced, accessible and relevant range of learning experiences that re-learners with an enthusiasm for education	
Intervention	
To develop our learners both academically and socially, by plugging any gaps in knowledge and skills that they have and enabling them to be able to secure and sustain positive transitions.	
Reintegration	
Enable the positive reintegration and transition of learners to their next destination.	
Curriculum Aims	
- To prepare learners for a reintegration into a school or other appropriate educational centre - To assess all learners to identify additional needs and seek the appropriate support needed. - To work with families to support their child/young person's education - To support schools and learners to give them the best opportunity to make a successful transition and aspirations for the future.	- To provide accessible and relevant range of learning experiences - To know our learners - their strengths, interests and needs – and use this knowledge to make the best possible personalised offer to them - To develop our learners so they are confident, independent. - To inspire out learners to have high aspirations for their future.
Initial Assessment	
All learners are assessed so that we understand their capabilities and their needs. WE work in collaboration with parent/carers , external professionals and where possible the learner.	

We are committed to making sure all learners have the chance to thrive, supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of learners, no matter how varied.

3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for learners with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for learners with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for learners with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all learners whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

We strive to create an inclusive teaching environment that offers all learners, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all learners the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the environment to make sure that learners with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A learner has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Learners are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

Connex will make reasonable adjustments for learners with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The Areas of Need

The needs of learners with SEND are grouped into four broad areas. Learners may have needs in more than one area. Their needs may change over time.

AREA OF NEED	
Communication and interaction	Learners with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Learners who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	Learners with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Learners may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered Adverse Childhood Experiences (ACES) These needs can manifest in many ways, for example challenging, disruptive or disturbing behaviour, or by the learner becoming withdrawn or isolated.
Sensory and/or physical	Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided. Learners may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 SEND & Inclusion roles & responsibilities

SENDCOs

The SENCO's are Rebecca Clare and Alyson Mazzotta.

The Special Educational Needs Coordinator (SENCo) is responsible for developing, reviewing, and implementing the SEND policy and coordinating support for children and young people across the provision. They play a key role in reviewing targets, liaising with parents/carers, and working closely with external agencies such as Speech and Language Therapy and Educational Psychology.

The SENDCo, alongside the Deputy Principal and Assistant Principals, monitor the progress of learners and supports teachers in coordinating and delivering appropriate support. They provide ongoing specialist advice and guidance to staff at all levels. Additionally, the SENCo works alongside the Principal, Deputy Principal, and SEND Governor to shape the strategic development of the SEND policy and provision.

The SENCo's responsibilities include:

- Communicating with parents/carers about their child/young person's needs and the provisions being made.
- Collaborating with the Principal and SEND Governor to shape the strategic development of the SEND policy and provision.
- Managing the day-to-day operation of the SEND policy and coordinating the specific support provided to individual learners.
- Offering professional guidance to staff and liaising with parents and external agencies to ensure learners with SEND receive appropriate support and high-quality teaching.
- Advising on the graduated approach to SEND support and recommending differentiated teaching methods to meet the needs of individual learners.
- Offering guidance on the allocation of the budget and resources to effectively meet the needs of learners.
- Acting as the point of contact for external agencies, especially the Local Authority (LA) and its support services, to ensure that the appropriate provision is in place.
- Coordinating transitions for learners moving to new providers of education, ensuring that both the learner and parents are well-informed about options and that a smooth transition is planned.
- Ensuring that when a learner moves to a different school or institution, all relevant information about their SEND and the provision in place is shared promptly.
- Working with the Principal and Governors to ensure the school meets its responsibilities under the Equality Act 2010, including making reasonable adjustments and ensuring access arrangements.
- Keeping accurate and up-to-date records for all learners with SEND and monitor their Personal Support Plans.
- Collaborating with the Principal to identify staff training needs related to SEND and incorporating this into Connex Group's professional development plan.
- Reviewing and evaluating the breadth and impact of SEND support regularly, working with the LA to assess available local provision and contribute to the development of the local offer.
- Preparing and reviewing content for the SEN Information Report and updating the SEND policy as needed.
- Working with the Principal and teaching staff to monitor patterns in SEND identification and outcomes, using this data to reflect on and improve the quality of teaching.

The SENCo can be contacted using the contact details on the Connex Group website – www.connexap.org.uk

Assistant Principals

Assistant Principals oversee the support and development of learners and, alongside the SENDCo, provide support and advice to parents. They will:

- Be involved in reviewing the achievements and progress of children/young people.
- Work with the SENDCo and teachers to use information from parents/carers, assessments, and, when appropriate, the learner themselves, to follow the graduated approach to SEND:
 - **Assess** – Identify barriers to learning
 - **Plan** – Create a plan for support
 - **Do** – Provide appropriate support.
 - **Review** – Measure the impact of the support and make any necessary adjustments.

Teachers

Teachers can be contacted by calling the Connex landline. If you have any concerns, these should be addressed with the teacher in the first instance.

Each teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet learner needs through a graduated approach
- Adapting teaching methods and learning activities to support the next steps in the learner's development, using their in-depth knowledge to make learning accessible and purposeful.
- The progress and development of every learner in their class
- Writing and reviewing the learner's Personal Support Plan and to support progress for each individual
- Monitoring progress against EHCP outcomes and ensuring that evidence of this progress is clearly documented. They will celebrate achievements with you and encourage you to do the same. Working in partnership is essential for the learner's learning and development.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each learner's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the learner and Connex Group
 - Listen to the parents' concerns and support their aspirations for their child/young person

Our SEND Governor is Angie Smith. They are responsible for ensuring that the SEND Code of Practice 2015 is adhered to.

The Principal and Deputy Principal can be contacted on 01793 493 905

6.2 The Management Committee

The Management Committee is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every learner with SEND gets the support they need
- Make sure that the setting has arrangements in place to support any learners with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach on how the setting responds to the needs of the children/young people.
- Make sure that all learners from year 8 until year 13 are provided with independent careers advice

6.3 The SEND link with the Management Committee

The SEND link is Angie Smith

The SEND link will:

- Help to raise awareness of SEND issues at Management Committee meetings

- Monitor the quality and effectiveness of SEND provision within the setting and update the Management Committee on this
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Principal

The Principal will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the setting
- Work with the SENDCO and school governors to make sure the setting meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for learners with SEND, and their progress
- Have responsibility for monitoring the notional SEND budget and any additional funding allocated by the LA and schools to support individual learners
- Make sure that the SENDCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of learners on the SEND register
- Following advice from the SENDCO, incorporate training needs into the settings plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND offer and reflect on data, reinforcing the quality of education.

6.6 Parents or carers

Parents or carers should inform Connex Group if they have any concerns about their child/young person's progress or development.

Parents or carers of a learner on the SEND register will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided.

They will be invited to participate in discussions and decisions about this support.

6.7 The learner

Learners will always be given the opportunity to provide information and express their views. They will be invited to participate in discussions and decisions about this support. This might involve the learner:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The learner's views will be considered in decision making.

7. SEN information report

An SEN information report can be found on our website, which sets out how this policy is implemented.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. The Graduated Approach to SEN support

Once a learner has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The learner's class teacher and the SENCO will carry out a clear analysis of the learner's needs. The views of the learner and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the learner's need. For many learners, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the learner, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the learner will be made aware of the learner's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on the child/young person personal Support Plan.

3. Do

The learner's class or subject teacher retains overall responsibility for their progress.

The SENCO will support the teacher in further assessing the learner's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the learner's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and learners
- The level of progress the learner has made towards their outcomes
- The views of teaching staff who work with the learner

The teacher and the SENCO will revise the outcomes and support in light of the learner's progress and development, and in consultation with the learner and their parents.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for learners by:

- Tracking learners' progress, using assessments and monitoring systems
- Monitoring attendance
- Setting SMART targets and tracking progress through Personal Support Plans
- Using learner voice
- Monitoring by the SENCO /SLT
- Holding annual reviews for learners with EHC plans
- Getting feedback from parents/carers

9. Expertise and training of staff

We recognise the importance of providing our staff with the necessary training and support to effectively meet the needs of children and young people. The school will provide regular professional development opportunities to staff on various aspects of SEND. The SENCo will monitor and identify any staff who have specific training needs.

10. Links with external professional agencies

The provision will work closely with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Local schools and the Local Authority

11. Admission and accessibility arrangements

11.1 Admission arrangements

Our admissions process is defined in the Connex Admissions and Referrals Policy, available on our website.

11.2 Accessibility arrangements

The provision includes ground-floor rooms that are easily accessible via a main corridor. Also located on the ground floor, is a toilet and shower room, a recreation room and a fully equipped kitchen.

Enrichment activities and transport arrangements can be carefully planned in advance to ensure they meet the needs of each child or young person attending the provision.

To enhance accessibility, we aim to:

- Improve the physical environment to allow disabled learners to fully engage with the education, benefits, facilities, and services offered.
- Increase the availability of accessible information to disabled learners to ensure they have equal access to all resources and opportunities.

12. Complaints about SEND provision

If parents or carers have concerns about our SEND provision, they should first address them informally with the Class Teacher or Assistant Principal. Following this, a formal meeting can be arranged with the SENCo. We will make every effort to resolve the issue at this stage. If the concern remains unresolved, parents/carers have the right to escalate the concern. In certain cases, this right may also extend to the young person. These will be addressed in accordance with the school's complaints policy [insert link]

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of learners' needs: what is important to them, and what is important for them.
- Planning, assessment and monitoring systems are having an impact on learning and progress.
- Learners' progress and attainment against EHCP outcomes, Boxall and education, life skills.
- Whether the agreed Connex Communication Rights make learners feel safe, valued and included.
- Comments and feedback from children /young people and their parents.

13.2 Monitoring the policy

This policy will be reviewed by Rebecca Clare and Alyson Mazzotta annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

This policy is adopted by Connex Alternative Provision (part of the Brunel Education) and will be reviewed annually or earlier if change to legislation.

Signed 

Principal

Signed 

SEND Inclusion Lead

Date 14.9.26