



SEND - Special Educational Needs and Disability (Inclusion) Policy

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Adopted by Governors on:

Review Period: 1 Year

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Tor School 01/10/2026

1) Introduction/rationale:

The Tor School believes that each pupil has individual and unique needs. We acknowledge that the majority of our pupils have special educational needs (SEN) and we are committed to ensuring that the necessary provision is made for every pupil in the schools' community. Tor School believes in Inclusive education for all and welcomes diversity in all its forms. We strive to meet the needs of all our young people who may have a learning difficulty, disability, disadvantage or special educational need. Our pupils will require additional help throughout their time in school. If our pupils are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to a broad and balanced curriculum.

2) SEN in context:

Definition:

A child is defined as having SEN if he or she has a learning difficulty, which calls for a special educational provision, namely a provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

Children with a Special Educational Need (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place. Provision for students with SEN is a whole school matter, at Tor School we use our best endeavours to ensure that a child with SEN gets the support they need.

All staff are teachers of pupils with SEN and as such have due regard to general duties to promote inclusive practice. Tor School strives to deliver an appropriate curriculum to:

- Provide suitable learning challenges
- Meet the students' diverse learning, social and emotional needs
- Remove the barriers to assessment and learning

In creating a challenging and supported programme for our students we take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education. This is reflected in their contributions to their One Page Profile's and target setting.

We also believe in working in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education.

Tor School follows Somerset's Graduated Response framework. Where a pupil is identified as requiring SEND Support, provision will be planned, implemented and reviewed using the Assess, Plan, Do, Review cycle in partnership with the pupil, parents/carers and relevant professionals.

For older pupils, SEND provision will support preparation for adulthood, independence, employability and successful transition to post-16 pathways.

3) Disabled pupils and those with medical needs:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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 Tor School we educate pupils with both disability and medical needs. As a school that values inclusion, we work very hard in implementing healthcare plans and working 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.

4) Legislation and Guidance

The SEN Policy and SEN Information Report draws on the statutory document [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#).

In addition, please refer to the guidance below which underpins our practice in working with children with disabilities and medical needs

[The Special Educational Needs and Disability Regulations 2014](#) which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

[Supporting pupils with medical conditions at school](#) which sets out schools' statutory responsibilities for the support that pupils with medical conditions should receive at school

5) Relationship to other policies:

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment as well as the SEND information report. The accessibility plan is an integral part of this policy.

6) Roles and responsibilities of Headteacher, SENCO, Teachers, other staff and governors:

a) The Headteacher and Senior Leadership Team have responsibility for:

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- The management of all aspects of the school's work, including provision for pupils with SEN
- Keeping the governing body informed about SEN issues
- Working closely with the SEN personnel within the School
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

b) The Special Educational Needs Co-ordinator is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring an agreed, consistent approach is adopted with reference to Somerset's Graduated Response and the Ordinarily Available Provision framework.
- Liaising with and advising other staff
- Helping staff to identify pupils specific SEN
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEN and ensuring this is facilitated through the Assess-Plan-Do-Review-Cycle.
- Supporting teachers in devising strategies, drawing up Pupil Passports which is the equivalent of an IEP; setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN
- Liaising with parents, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEN register and records
- Assisting in the monitoring and evaluation of progress of pupils through the use of school assessment information
- Contributing to the in-service training of staff
- Liaising with SENCOs in partner other schools to help provide a smooth transition from one school to another
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c) Teachers are responsible for:

- All teachers are teachers of SEN and therefore will provide an appropriately differentiated and in some cases individual curriculum, seeking advice from the SENCO
- Work with teaching assistants, to help support students to reach or exceed the expected level of progress.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils
- Ensuring that all students with SEN are enabled to make good progress
- Giving feedback to parents
- Referring students who they suspect of having a previously unidentified special educational need to the SENCO for further investigation

d) Learning Support Staff/Teaching Assistants should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils

- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies
- To actively support and apply SEN good practice

e) The Management Committee will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- The necessary provision is made for any pupil with specific SEN
- All staff are aware of the need to identify and provide for pupils
- Pupils have access to school activities, as far as is reasonably practical and compatible with their needs.
- They have regard to the requirements of the SEN code of Practice (2015)
- Parents are notified if the school decides to make changes to the special educational provision for their child
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils
- The quality of SEN provision is regularly monitored
- They, and the school as a whole, are involved in the development and monitoring of this policy

7) The local authority offer

The local offer page of Tor School can be found at [Tor School](#)

Somerset's Local Offer can be found here [Somerset's SEND Local Offer](#)

If additional support is required you can access SENDIAS from this link [Somerset SENDIAS](#)

8) Monitoring Arrangements

The SEN Policy and SEN Information Form are reviewed annually by Alex Clinkard (SENCO).

Any changes will be approved by the Management Committee

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