



New Direction School



**SEND Policy and
Information Report**

Reviewed Date:	Reviewed By:	List of changes	Next Review
August 2021	Luke Collins	<ul style="list-style-type: none"> Reviewed and checked 	August 2022
July 2022	Luke Collins	<ul style="list-style-type: none"> Reviewed with no changes needed 	July 2023
July 2023	Luke Collins	<ul style="list-style-type: none"> Reviewed changing SENCO to Hayley 	July 2024
October 2024	Adrian Anderson	<ul style="list-style-type: none"> Reviewed with minor edits made to terminology Titles changed - SENDCO-Hayley Morris Rowe - Headteacher - Luke Collins 	August 2025
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1. Introduction and purpose

New Direction School is an independent special school. Pupils are placed and funded by local authorities and have Education, Health and Care Plans (EHCPs). The school recognises that all pupils have special educational needs and/or disabilities (SEND), and that effective provision must be individualised, ambitious, safe, evidence-informed and regularly reviewed.

This policy and SEN Information Report explains how New Direction School identifies, understands and meets pupils' SEND; how provision is planned, delivered and reviewed; how parents, carers and pupils are involved; and how the school works with local authorities and external agencies to secure positive outcomes.

This document should be read alongside each pupil's EHCP, pupil passport, risk assessments, curriculum plans, safeguarding records, behaviour and wellbeing information, and any advice from education, health or social care professionals.

2. Legal framework and guidance

This policy has been prepared with regard to current legislation and statutory/non-statutory guidance, including:

- Children and Families Act 2014, Part 3
- Special Educational Needs and Disability Regulations 2014, including Schedule 1 requirements for SEN Information Reports
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils
- Education Act 1996 and Education Act 2002, where applicable
- Education and Skills Act 2008
- Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2026
- Supporting pupils at school with medical conditions
- Children Act 1989 and Children Act 2004
- Mental Capacity Act 2005, where relevant to older pupils and preparation for adulthood
- Relevant local authority SEND procedures and local offer arrangements.

The policy also supports the school's compliance with the independent school standards, particularly requirements relating to curriculum, teaching, welfare, health and safety, safeguarding, leadership and management, complaints, and the promotion of pupils' spiritual, moral, social and cultural development.

3. School context and principles

- All pupils at New Direction School have identified SEND and an EHCP.
- Provision is planned around each pupil's EHCP outcomes, assessed needs, strengths, interests and aspirations.
- High-quality teaching, positive relationships and consistent routines are the foundation of SEND provision.
- The school uses a relational, restorative and trauma-informed approach, recognising that behaviour can be a communication of need.
- Parents, carers and pupils are partners in planning and reviewing provision.

- Safeguarding and SEND are closely connected; staff remain alert to the increased vulnerability of some pupils with SEND.
- The school prepares pupils for adulthood, independence, further education, employment, community participation and healthy relationships.

4. Roles and responsibilities

4.1 Proprietor

The Proprietor is Yvonne Evans. The Proprietor has overall responsibility for ensuring that the school meets its statutory duties, that this policy is implemented effectively, and that leaders monitor the quality and impact of SEND provision. The Proprietor ensures that sufficient leadership oversight, staffing, training and resources are in place to meet pupils' needs safely and effectively.

4.2 Directors and senior leaders

The Directors are Luke Collins and Hannah Oliver. Senior leaders are responsible for ensuring that SEND provision is embedded across curriculum, safeguarding, attendance, behaviour, pastoral support, therapeutic approaches, equine provision, staff development and quality assurance.

4.3 Head of Education

The Head of Education is Luke Collins. The Head of Education works with the SENCO and Proprietor to determine the strategic development of SEND policy and provision, and has overall responsibility for the progress, welfare and educational experience of pupils with SEND.

4.4 SENCO

The SENCO is Sarah Brown. The SENCO works with the Head of Education to coordinate SEND provision across the school. The SENCO will:

- lead the day-to-day operation of this policy and the SEN Information Report;
- coordinate provision for pupils with SEND and ensure provision reflects EHCP outcomes;
- advise and support staff on effective teaching, adaptation, intervention and assessment;
- work with pupils, parents, carers, placing local authorities and external professionals;
- contribute to annual reviews and ensure that pupil records are accurate and up to date;
- support effective transitions into, within and beyond the school;
- monitor the impact of interventions and adaptations with leaders and class teams.

4.5 Class teachers and tutors

Teachers retain responsibility for the progress, learning, safety and development of every pupil they teach. Teachers will understand pupils' EHCP outcomes and pupil passports, plan accessible learning, make appropriate adaptations, work with teaching assistants and specialist staff, assess progress, and share concerns or successes promptly with the SENCO and senior leaders.

4.6 Teaching assistants, equine staff and support staff

Teaching assistants, equine staff and support staff contribute to pupils' learning, safety, communication, emotional regulation and independence. Staff will follow agreed plans, risk assessments, safeguarding procedures and individual support strategies. Staff will record concerns or incidents using the school's agreed systems, including Arbor for attendance/behaviour information and CPOMS for safeguarding concerns.

4.7 Designated safeguarding lead and pastoral roles

The DSL is Luke Collins. Deputy DSLs are Hannah Oliver, Emily Smith and Nikki Morris. The Head of Student Welfare and Communication is Nikki Morris. The Behaviour Coordinator is Colette Rhodes. These roles work closely with the SENCO where safeguarding, wellbeing, behaviour, attendance, communication or family support concerns relate to pupils' SEND.

5. The SEN Information Report

5.1 Kinds of SEND provided for

New Direction School provides for a wide range of needs. These may include:

- communication and interaction needs, including autism and speech, language and communication needs;
- cognition and learning needs, including specific and moderate learning difficulties;
- social, emotional and mental health needs, including anxiety, trauma-related needs, attention and regulation difficulties;
- sensory and/or physical needs, including sensory processing needs, medical conditions, visual or hearing needs, and physical access needs;
- complex, overlapping or co-occurring needs identified within pupils' EHCPs.

5.2 Identifying and assessing needs

All pupils arrive with an EHCP. The school does not assume that the EHCP alone provides a complete current picture of need. On entry, and throughout placement, the school gathers information from the pupil, parents/carers, previous settings, local authority records, professional reports, baseline assessments and staff observations.

Assessment may include GL assessments, BKSB assessments, teacher assessment, curriculum baselines, reading and literacy information, behaviour and attendance data, pupil voice, parent/carer information, professional advice and observations across classroom, therapeutic, practical and equine contexts.

Pupils' needs, provision and progress are reviewed at least termly and through the statutory annual review of the EHCP. Where needs change significantly, the school will liaise with parents/carers and the placing local authority and may request updated advice, emergency review or amendment of the EHCP as appropriate.

5.3 Consulting and involving pupils, parents and carers

Before admission and during transition, leaders gather information about the pupil's strengths, needs, interests, communication, triggers, successful strategies, risks and aspirations. The school seeks to ensure that parents/carers understand the provision available, the expectations of the placement and the next steps for assessment and transition.

Parents/carers and pupils are involved through admissions discussions, pupil passports, regular communication, progress reviews, annual reviews, pastoral contact, surveys, meetings and informal updates. Pupil voice may be gathered through direct conversation, visual prompts, supported communication, observations, advocacy or trusted adult support depending on the pupil's needs.

5.4 Pupil passports and individual planning

Each pupil has a pupil passport or equivalent working document that summarises strengths, needs, communication, motivators, risks, support strategies, adaptations and key outcomes. Staff are expected to know and use these documents. Pupil passports are reviewed when needs change and at planned review points.

5.5 Reviewing progress towards outcomes

Progress is reviewed against EHCP outcomes, curriculum targets, personal development, attendance, engagement, wellbeing, independence and preparation for adulthood. Staff use evidence from lessons, interventions, assessments, observations and pupil/parent views. The SENCO and senior leaders monitor whether provision remains appropriate and whether further support, advice or adjustments are needed.

5.6 Support for emotional and social development

The school supports emotional and social development through positive relationships, consistent routines, restorative approaches, pupil voice, structured social communication opportunities, pastoral support, regulation strategies, project-based learning, life skills, animal/equine-based activities and targeted interventions. Bullying is not tolerated and any concerns are addressed in line with the Anti-Bullying Policy, Behaviour Policy and Safeguarding Policy.

6. Safeguarding, welfare and SEND

New Direction School recognises that pupils with SEND may be more vulnerable to abuse, neglect, exploitation, bullying, peer-on-peer harm, online harm and communication barriers. Staff must not assume that indicators of abuse, distress or unmet need are simply part of a pupil's SEND or behaviour profile.

Staff will follow the Safeguarding and Child Protection Policy and record safeguarding concerns on CPOMS. Where concerns relate to attendance, behaviour, online safety, mental health, positive handling, medical needs or family support, the SENCO and DSL team will work together to ensure a joined-up response.

The school will liaise with local authorities, social care, health services and other agencies where this is necessary to safeguard pupils, meet EHCP outcomes or respond to changing needs.

7. Equality, accessibility and reasonable adjustments

The school complies with the Equality Act 2010 and will make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage. Adjustments may relate to teaching, communication, resources, staffing, timetabling, the physical environment, auxiliary aids, assessment arrangements, behaviour support, transitions and access to wider school life.

Examples of adaptations include small class sizes, individualised teaching, one-to-one or small group support, visual timetables, assistive technology, coloured overlays, enlarged materials, practical resources, pre-teaching, repetition, additional processing time, supported communication, sensory breaks and modified learning environments.

Accessibility barriers are considered through admissions, risk assessment, EHCP review, curriculum planning, health and safety processes and the school's Accessibility Plan.

8. Curriculum, assessment and provision

8.1 High-quality teaching and curriculum access

High-quality teaching is the first response to pupils' SEND. Teachers plan learning that is ambitious, relevant and accessible, taking account of pupils' ages, aptitudes, needs, EHCP outcomes, prior attainment and preparation for adulthood. Teaching is adapted through content, resources, communication, task design, pace, grouping, modelling, scaffolding, feedback and assessment.

8.2 Interventions and therapeutic approaches

Additional support may include structured social communication activities, Zones of Regulation, emotional literacy work, co-regulation strategies, planned sensory or regulation breaks, therapeutic play, life skills, animal-assisted activities, equine-assisted activities, targeted academic support and personalised pastoral support.

Any specialist or therapeutic activity must be appropriately risk assessed, consented where required, delivered by competent staff or professionals, and monitored for impact. Interventions are not a substitute for high-quality teaching and must be linked to identified needs and intended outcomes.

8.3 Additional support for learning

Teaching assistants and support staff are deployed according to pupil need, risk, curriculum access, EHCP provision and professional judgement. One-to-one support may be used where this is required by a pupil's needs or plan, but the school will also promote independence and avoid unnecessary over-reliance on adult support.

8.4 Staff expertise and training

The school has a mixed team of teaching staff, teaching assistants, equine staff, pastoral staff and senior leaders. Staff training is reviewed through induction, appraisal, supervision, lesson observation, safeguarding updates, incident review and identified pupil need. Training may include safeguarding, SEND, autism, communication, SEMH, trauma-informed practice, regulation, behaviour, positive handling, first aid, medical needs, online safety, curriculum adaptation and equine safety where relevant.

8.5 Equipment and facilities

Where a pupil needs additional equipment, resources or facilities, the SENCO and Head of Education will consider the EHCP, professional advice, risk assessment and available funding. The school will liaise with parents/carers, placing local authorities, health professionals and other agencies where additional provision or specialist equipment is required.

8.6 Evaluating effectiveness

The effectiveness of SEND provision is evaluated through:

- termly review of progress against individual targets and EHCP outcomes;
- annual reviews of EHCPs;
- assessment data, teacher assessment and work scrutiny;
- attendance, engagement, behaviour and safeguarding information;
- pupil, parent/carer and staff feedback;
- lesson visits, observations, supervision and appraisal;

- review of interventions, provision maps and support plans;
- local authority feedback and professional advice;
- monitoring by the SENCO, Head of Education and Proprietor.

9. Working with parents, carers, pupils and local authorities

New Direction School works with Derbyshire local authority and may also work with Nottinghamshire, Rotherham and Sheffield local authorities. The school will communicate with placing local authorities about admissions, reviews, attendance, progress, safeguarding, changes in need, provision concerns and transition planning.

Parents and carers are encouraged to share information promptly where a pupil's needs, medication, risks, family circumstances or professional involvement changes. The school will seek to resolve concerns early through open communication and solution-focused meetings.

The school may work with educational psychologists, speech and language therapists, occupational therapists, CAMHS, social care, early help, virtual schools, youth services, medical professionals, careers advisers, alternative providers and other relevant agencies.

10. Transitions and preparation for adulthood

Transition planning begins before a pupil joins the school and continues throughout their placement. The school shares relevant information with receiving schools, colleges, training providers, employers or other settings, subject to data protection and safeguarding requirements. Parents/carers and pupils are involved in deciding what information is shared and how transition should be supported.

Preparation for adulthood is supported through curriculum planning, life skills, independence work, careers education, employability learning, personal development, communication, self-advocacy, relationships education, community access and annual review planning. For older pupils, planning should consider education, employment, independent living, community participation and health.

11. Complaints and SEND disagreement resolution

Concerns about SEND provision should be raised as early as possible with the SENCO or Head of Education. The school will seek to resolve concerns through discussion, review of provision and agreed actions.

If the matter is not resolved, parents/carers may use the school's Complaints Policy. Where a concern relates to EHCP content, local authority decisions, placement or funding, parents/carers may also contact the placing local authority SEND team. Parents/carers may seek impartial advice from SENDIASS and may have rights to mediation or appeal to the First-tier Tribunal (Special Educational Needs and Disability), depending on the issue.

Parents/carers of disabled pupils may make disability discrimination claims to the First-tier Tribunal where they believe their child has been discriminated against in relation to exclusions, education and associated services, or reasonable adjustments including auxiliary aids and services.

12. Monitoring, review and publication

The Proprietor, Head of Education and SENCO will monitor the implementation and effectiveness of this policy. Monitoring will include review of progress, provision, safeguarding, attendance, behaviour,

complaints, annual review outcomes, parent/carer feedback, pupil voice, staff training and quality assurance evidence.

This policy and SEN Information Report will be reviewed annually, or earlier if there are significant changes to legislation, statutory guidance, local authority procedures, school provision or leadership roles. The SEN Information Report should be made available to parents/carers and placing local authorities, including through publication on the school website where applicable.

Appendix 1: Key contacts

Role	Name	Email	Telephone
Proprietor	Yvonne Evans	yvonne@new-direction.org.uk	01246 810456
Directors	Luke Collins and Hannah Oliver	luke@new-direction.org.uk / hannah@new-direction.org.uk	01246 810456
Head of Education	Luke Collins	luke@new-direction.org.uk	01246 810456
Head of Equine Provision	Hannah Oliver	hannah@new-direction.org.uk	01246 810456
SENCO	Sarah Brown	Sarah@new-direction.or.uk - confirm before publication	01246 810456
DSL	Luke Collins	luke@new-direction.org.uk	01246 810456
Deputy DSLs	Hannah Oliver, Emily Smith and Nikki Morris	hannah@new-direction.org.uk / emily@new-direction.org.uk / nikki@new-direction.org.uk	01246 810456
Head of Student Welfare and Communication	Nikki Morris	nikki@new-direction.org.uk	01246 810456
Behaviour Coordinator	Colette Rhodes	Colette@new-direction.org.uk	01246 810456
Receptionist	Laura Donaldson	Laura@new-direction.org.uk	01246 810456

Appendix 2: Related policies and records

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy

- Attendance Policy
- Positive Handling Policy
- Online Safety and Internet Use Policy
- Staff ICT and Electronic Devices Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Risk Assessment Policy
- Educational Visits Policy
- Accessibility Plan
- Complaints Policy
- Data Protection/GDPR Policy
- Admissions Policy
- Careers Policy
- PSHE/RSE Policy
- Arbor records
- CPOMS safeguarding records
- EHCPs, annual review paperwork, pupil passports, provision maps, risk assessments and intervention records.

Useful external information

- [SEND Code of Practice: 0 to 25 years](#)
- [Keeping Children Safe in Education](#)
- [Working Together to Safeguard Children](#)
- [Derbyshire Local Offer](#)