



Esland North Limited - Exec

ED00540 - SEND & Inclusion



Introduction

Esland Online School is committed to creating an inclusive learning community where every pupil is valued, respected and supported to thrive. We recognise that many of our pupils have experienced significant barriers to education, including special educational needs and disabilities, social, emotional and mental health needs, neurodiversity, adverse childhood experiences, disrupted educational journeys and difficulties accessing traditional school environments.

As a specialist online school, we believe that inclusion is about far more than access to learning. It is about belonging, participation, wellbeing, achievement and ensuring that every pupil feels understood, safe and able to succeed. We adopt a relational and therapeutically informed approach which recognises that pupils learn best when they feel emotionally secure, connected and valued.

We are committed to providing high-quality teaching, personalised support and reasonable adjustments that enable all pupils to access learning, overcome barriers and achieve positive outcomes. We recognise that every learner is unique and that provision should be responsive to individual strengths, needs, aspirations and circumstances.

Aims & Objectives

The school seeks to promote inclusion, equality and belonging for all learners through early identification of need, personalised support and collaborative working with families and professionals. We are committed to celebrating neurodiversity, removing barriers to participation and ensuring that every pupil is supported to achieve positive academic, personal and wellbeing outcomes. Our approach prepares young people for successful adult lives through education, independence, employment and active participation within their communities.

Legislation & Guidance

This policy and information report is based on the statutory

SEND Code of Practice: 0-25 Years (statutory guidance) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and

disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for

education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for

students 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

Definitions

A student has SEND (Special Educational needs and/or disability) if;

'A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provisions to be made for him or her.'

The use of the term 'disability' is applied in line with the current terminology within 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'.

- 'Long-term' is defined as 'a year or more'
- 'substantial' is defined as 'more than minor or trivial'

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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.

The 4 Areas of need

AREA OF NEED	
Communication and interaction	Students 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. Students who are on the autism spectrum often have needs that fall in this category.
AREA OF NEED	
Cognition and learning	Students 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 students 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. Students 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.

Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.
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Understanding the Needs of our Learners

Esland Online School primarily supports children and young people whose educational experiences may have been disrupted by social, emotional and mental health needs, autism, anxiety, trauma, adverse childhood experiences, unmet needs or difficulties engaging with traditional educational settings.

Many pupils require a highly personalised approach in order to access education successfully. Learning needs often present alongside wider emotional, social or communication needs and may require coordinated educational, therapeutic and pastoral support. The school recognises that behaviour, attendance, engagement and emotional regulation may all be influenced by underlying unmet needs and seeks to understand and address the causes of difficulties rather than focusing solely on their presentation.

Neurodiversity and Inclusion

Esland Online School adopts a neurodiversity-affirming approach which recognises and values differences in the way individuals think, learn, communicate and experience the world. We seek to identify and build upon strengths, reduce barriers to participation and create learning environments where pupils feel understood, respected and able to succeed. The school promotes acceptance, belonging and inclusion and recognises that diversity enriches our school community.

Roles & Responsibilities

The Headteacher

The Headteacher has overall responsibility for ensuring that pupils with SEND receive high-quality educational provision and appropriate support. The Headteacher works closely with the SEND Lead, governors, families and external agencies to ensure that SEND and inclusion remain central to school improvement and strategic development.

The Headteacher is responsible for ensuring that staff have the knowledge, skills and resources required to meet pupils' needs effectively and that provision is reviewed regularly to ensure it remains impactful, equitable and responsive.

The SEND Lead

The SEND Lead provides strategic and operational leadership for SEND and inclusion across the school. Working collaboratively with staff, families, local authorities and external professionals, the SEND Lead ensures that pupils receive support which is personalised, outcome-focused and aligned to their individual strengths and needs.

The SEND Lead oversees the implementation of the graduated approach, supports staff in identifying and addressing barriers to learning, coordinates specialist involvement where required and ensures that provision remains compliant with statutory guidance and best practice.

Governors

Governors provide strategic oversight of SEND and inclusion and ensure that statutory duties are fulfilled. They monitor the effectiveness of provision, receive updates regarding outcomes and support the school in promoting a culture of inclusion, accessibility and equality of opportunity.

Teachers

All teachers are teachers of pupils with SEND. Teachers are responsible for creating inclusive learning environments, implementing agreed provision and monitoring progress. They work collaboratively with pupils, families and colleagues to ensure that learning remains accessible, engaging and appropriately challenging.

Parents and Carers

Parents and carers are valued as partners in their child's education. The school recognises that families have unique knowledge of their child's strengths, needs and aspirations and seeks to involve them fully in planning, reviewing and evaluating support.

Identification and assessment of SEND Esland Online School adopts an early identification approach and recognises that identifying need promptly allows barriers to learning to be addressed before they become more significant.

Concerns may be identified through assessment information, pupil progress, observations, engagement levels, attendance patterns, discussions with families, information from previous settings or involvement from external professionals.

Where concerns arise, staff work collaboratively with pupils and families to explore strengths, needs and appropriate strategies. Support is provided through a graduated approach based upon the Assess, Plan, Do, Review cycle outlined within the SEND Code of Practice.

The school recognises that difficulties may present differently within an online learning environment and therefore considers factors such as communication, emotional regulation, executive functioning, sensory needs, engagement and digital accessibility when assessing need.

Identifying students with SEND and assessing their needs

Identifying students with SEND (monitoring stage)

If a teacher has concerns about a student they will meet with parents and discuss their concerns. This will then be documented and reported to the SENCO/SEND lead. The SENCO will then place this student on the monitoring register and check in with the class teacher regularly for updates. The class teacher ensures that the needs of student on monitoring stage are met through differentiation and quality first teaching strategies to meet the needs of the curriculum.

SEND Students on SEND Support

The class teacher, in conjunction with input from the relevant support staff, headteacher and SENCO/SEND lead, plans a detailed plan of provision, for all students on SEND Support with three or four specific targets. The SENCO/SEND lead reads all the provision plans and a draft is sent home to parents/carers. Review meetings with parents are held termly for SEND Support students in the form of a Student Progress Meeting, with the class teacher, member of the clinical team (if applicable) and SENCO/SEND lead. At this meeting the provision is discussed, and appropriate changes are agreed. Students are involved in their learning and are asked to attend the meeting where their views and targets are discussed with them.

Students with EHCPs

Students with Education, Health and Care plans have a range of resources and strategies as identified on their plan but if a class teacher still feels that there are additional needs, they will inform the SENDCO/Inclusion lead who will carry out observations, further provisions and assessments may be required in line with the student's needs. This may also include support from a range of therapists such as SALT (Speech and Language therapist). OT (Occupational Therapy) or psychotherapist. A plan will be put in place and information added to a student's EHCP to be reviewed at the next Annual Review.

Consulting and involving students and parents

Esland Online School is committed to meaningful collaboration with pupils and families. We believe that successful outcomes are achieved when education is developed in partnership and when pupils' voices remain central to decision-making.

Pupils are encouraged to share their views, experiences, aspirations and preferences, and these are reflected within planning and review processes. Families are involved throughout identification, assessment, planning and review and are provided with regular opportunities to discuss progress and contribute to decision-making.

The school seeks to ensure that communication is open, transparent and solution-focused and that families feel supported throughout their child's educational journey.

Assessing and reviewing students' progress towards outcomes

The school follows the graduated approach outlined within the SEND Code of Practice through a cyclical process of Assess, Plan, Do, Review.

Assessment draws upon a range of information including academic data, pupil voice, parental feedback, professional observations and advice from external agencies. Following assessment, outcomes and support strategies are agreed collaboratively and implemented through a personalised plan.

Provision is monitored regularly by teachers and the wider team. The effectiveness of support is reviewed in partnership with pupils and families, enabling adjustments to be made as needs evolve. This process ensures that support remains responsive, evidence-informed and focused on achieving meaningful outcomes.

SEND Support within an Online Learning Environment Esland Online School recognises that online learning can remove barriers for many pupils with SEND by providing greater flexibility, reduced sensory demands and opportunities for individualised support. However, we also recognise that online learning presents its own challenges and requires thoughtful adaptation to meet individual needs.

Staff consider communication, sensory processing, executive functioning, emotional regulation, attention, working memory and accessibility when planning learning. Reasonable adjustments may include adapted timetables, modified lesson structures, visual supports, assistive technology, recorded resources, alternative methods of participation and personalised learning pathways.

Support is delivered flexibly through live lessons, personalised interventions, mentoring, therapeutic input, individual support sessions and collaborative work with families and professionals. Adjustments are reviewed regularly through the Assess, Plan, Do, Review cycle.

Therapeutically Informed Practice

Esland Online School adopts a therapeutically informed approach to inclusion. We recognise that learning and wellbeing are closely connected and that many pupils benefit from support that considers emotional, social and developmental needs alongside academic progress.

Relationships are central to our practice. Staff seek to understand behaviour as communication, promote emotional safety and support pupils to develop self-awareness, self-regulation and resilience. Our approach is underpinned by compassion, curiosity and consistency.

Educational, therapeutic and pastoral teams work collaboratively to ensure that provision is coordinated and responsive.

The voice of the child is central to planning and review processes and pupils are encouraged to participate actively in decisions about their education and support.

Our approach to teaching students with SEND

All teachers are responsible for the progress and development of every pupil they teach and are accountable for ensuring that learning is accessible, engaging and appropriately challenging.

High-quality teaching remains the first response to SEND. Staff use assessment information, professional knowledge and pupil voice to personalise learning and remove barriers to participation. Teaching approaches are adapted according to developmental stage, strengths, interests and identified needs rather than age alone.

Where additional support is required, interventions are carefully planned, monitored and reviewed. The purpose of all support is to increase independence, confidence, engagement and successful access to learning while promoting positive wellbeing outcomes.

Accessibility and Inclusion

The school is committed to ensuring that pupils can access learning regardless of disability, special educational need or individual circumstance. Accessibility is considered proactively within curriculum design, teaching approaches,

communication and technology.

Reasonable adjustments may include the use of assistive technology, alternative methods of communication, flexible lesson delivery, adapted learning materials and personalised participation arrangements. The school also considers sensory, emotional and wellbeing needs when designing support and continually reviews provision to ensure barriers are identified and removed wherever possible.

The school continually reviews its provision to ensure that barriers are identified and removed wherever possible.

Pupil Voice

Pupils are actively involved in decisions relating to their learning, support and future aspirations. Their views, wishes and feelings are sought through review meetings, individual discussions, surveys and day-to-day interactions.

The school believes that meaningful participation improves outcomes and helps ensure provision reflects what matters most to the child or young person. Pupils are supported to develop self-advocacy skills and increasing independence as they progress through their educational journey.

Preparing for Adulthood

Preparation for adulthood is embedded throughout the curriculum and wider provision. The school supports pupils to develop the knowledge, skills and confidence required for adult life, including education, employment, independent living, wellbeing, relationships and participation within the wider community.

Planning for adulthood becomes increasingly prominent from Year 9 and is reflected in EHCP reviews, curriculum planning and transition arrangements. The school works closely with families, local authorities and receiving providers to ensure pupils experience successful transitions and are well prepared for their next steps.

Supporting Pupils through transition

Transitions can be significant periods of change for pupils with SEND and require careful planning to ensure continuity, stability and positive outcomes.

The school works collaboratively with pupils, families, local authorities and receiving provision to plan transitions effectively. Support may include additional meetings, enhanced information sharing, personalised transition activities or opportunities to become familiar with new environments and expectations.

Particular attention is given to periods of transition into Esland Online School, between key stages and into post-16 education, employment or training.

Expertise and training of staff

Esland Online School is committed to developing the expertise of all staff to ensure that pupils receive high-quality provision from knowledgeable and confident professionals.

Staff access a programme of continuing professional development which reflects the needs of the pupil cohort and includes areas such as autism, SEMH, trauma-informed practice, attachment, communication differences, emotional regulation, neurodiversity, safeguarding and inclusive teaching approaches.

Professional learning is viewed as an ongoing process that supports reflective practice, continuous improvement and positive outcomes for pupils.

Evaluating the effectiveness of SEND provision

The impact of SEND provision is reviewed regularly to ensure that support remains effective and responsive to pupils' needs.

Evaluation draws upon a range of evidence including academic progress, attendance, engagement, wellbeing indicators, pupil voice, family feedback, provision reviews and outcomes from statutory processes such as annual reviews.

The school seeks to understand not only whether pupils are making academic progress, but also whether they are developing confidence, independence, resilience, wellbeing and a sense of belonging within the school community.

Support for improving emotional and social development

The school recognises that emotional wellbeing and social development are fundamental to successful learning and positive life outcomes.

Many pupils require support to develop confidence, emotional regulation, communication skills, relationships and self-advocacy. The school adopts a strengths-based approach that seeks to build upon individual interests, talents and aspirations while providing support where challenges exist.

A culture of respect, inclusion and belonging is actively promoted throughout the school community. Bullying, discrimination and any form of prejudice are not tolerated and are addressed promptly through the school's safeguarding and behaviour procedures.

Working with other agencies

Esland Online School recognises that effective SEND provision is often achieved through partnership working with a range of external professionals and services.

The school works collaboratively with local authorities, educational psychologists, speech and language therapists, occupational therapists, mental health professionals, clinicians and other relevant agencies to ensure that support is coordinated and responsive.

Where specialist advice is provided, recommendations are carefully considered and incorporated into planning wherever appropriate.

Complaints about SEND provision

The school aims to resolve concerns at the earliest possible opportunity through open communication and partnership working.

Parents and carers who have concerns regarding SEND provision are encouraged to discuss these initially with the SEND Lead. If concerns remain unresolved, they may be raised with the Headteacher through the school's complaints procedure.

The school is committed to listening carefully to concerns, responding constructively and working collaboratively to identify solutions wherever possible.

Contact details for raising concerns

Please raise your concern with the school's SENCO/SEND lead in the first instance. If you are not satisfied with the outcome, please then raise your concern with the headteacher. Contact details for the Headteacher can be found on the school's website.

Monitoring arrangements

This policy and information report will be reviewed annually by the Headteacher.

It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

Links with other policies

- Complaints policy
- Accessibility plan
- Equality, Diversity & Inclusion policy
- Anti-bullying policy