



HOMEBROOK WOODS

Independent Special School

Ages 5 -11

Autism Spectrum Condition

and associated Speech, Language and Communication Needs

SEND Policy

Independent School Standards: Part 1 – Quality of Education
Part 3 – Welfare, Health and Safety of Pupils
Part 8 – Quality of Leadership and Management

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DOCUMENT GOVERNANCE & VERSION CONTROL

Document Governance

This policy has been formally adopted by the Proprietor of Homebrook Woods. The Proprietor is responsible for:

- Ensuring compliance with statutory guidance
- Ensuring alignment with the Independent School Standards
- Ensuring effective implementation upon registration
- Reviewing this policy annually or sooner where legislative changes require amendment

Where the Proprietor also holds operational leadership responsibilities, statutory safeguarding procedures remain subject to external oversight through the Local Authority and safeguarding partners. No individual may override statutory safeguarding processes.

This document forms part of the school's regulatory framework and will be implemented in full upon registration as an independent school.

Policy Purpose

This policy explains how Homebrook Woods identifies, plans, delivers and reviews provision for pupils with SEND. It sets out the school's specialist approach, statutory duties, and the systems used to ensure provision is consistent, measurable and inspection-ready.

Scope

This policy applies to all pupils, staff, volunteers and visitors at Homebrook Woods. It applies to SEND-related practice on site and during off-site activities where the school retains responsibility for safeguarding, inclusion and reasonable adjustments.

Linked Policies (Integrated Framework)

This policy must be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour, Regulation and Positive Support Policy
- Anti-Bullying Policy
- Child-on-Child Abuse Policy
- Admissions Policy
- Exclusions / Suspensions Policy
- Physical Intervention / Positive Handling Policy
- Health and Safety Policy
- Attendance Policy
- Supporting Pupils with Medical Needs / First Aid Policy
- Curriculum Policy
- Assessment / Pupil Performance Evaluation Framework
- Online Safety Policy
- Complaints Policy

These documents operate as an integrated framework. Where SEND needs intersect with safeguarding, behaviour, attendance, health or welfare, the relevant linked policy will be applied alongside this policy.

Key Definitions (Shared Language)

SEND: Special Educational Needs and Disabilities. A pupil has SEND if they have a learning difficulty or disability requiring special educational provision that is different from or additional to that generally provided to peers.

Disability (Equality Act 2010): A physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities.

Reasonable Adjustments: Changes to practice, environment, communication or curriculum that prevent a disabled pupil being placed at a substantial disadvantage. Adjustments are anticipatory (planned in advance), individualised and reviewed.

EHCP: Education, Health and Care Plan – a statutory plan describing needs, outcomes and provision.

SEN Support: Support provided through the graduated approach (Assess–Plan–Do–Review) for pupils with SEND who do not yet have an EHCP or who are in statutory assessment.

Co-production: Planning and review carried out collaboratively with parents/carers and, as appropriate, with the pupil, ensuring their views and priorities shape provision.

AAC: Augmentative and Alternative Communication – any method that supports communication (e.g., visuals, communication boards, devices).

Regulation: The ability to manage emotions, sensory experiences and arousal states in order to engage safely and effectively in daily life and learning.

1. Whole-School SEND Ethos and Vision

Homebrook Woods is a specialist independent SEND school for pupils aged 5-11 whose primary needs arise from Autism Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN). The school provides a safe, structured and communication-supportive environment enabling pupils to access education, develop independence and experience success.

SEND is embedded across leadership systems, curriculum design, safeguarding arrangements, health and safety planning and staff training, rather than treated as a separate strand of school life.

SEND provision at Homebrook Woods is inseparable from curriculum delivery. The school's curriculum is specifically designed for pupils with Autism Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN), and SEND systems ensure that pupils can access this curriculum through appropriate communication support, regulation planning, environmental design and reasonable adjustments.

1.1 What Inclusion Means at Homebrook Woods

Inclusion at Homebrook Woods means ensuring every pupil experiences: dignity, belonging, communication access, emotional safety, participation and progress. Inclusion is achieved through proactive planning, environmental design, specialist teaching and reasonable adjustments, not by expecting pupils to fit a mainstream model.

1.2 Behaviour Communicates Need (Alignment to Homebrook Systems)

Homebrook Woods is grounded in the belief that behaviour communicates underlying need. Practice prioritises understanding, communication, emotional safety and predictable environments rather than punitive responses. This is operationalised through:

- Pupil Passports (one-page working profiles)
- regulation and sensory profiles
- individual provision planning linked to needs and outcomes
- consistent communication supports (including AAC where needed)
- integrated behaviour and safeguarding systems

1.3 Aims as Measurable Commitments

Homebrook Woods commits to ensuring that:

- every pupil has an up-to-date provision plan (EHCP-linked where applicable) that is implemented consistently
- every class uses agreed communication and regulation approaches appropriate to the cohort
- professional advice (e.g., SALT/OT recommendations) is embedded into daily teaching and reviewed for impact
- provision effectiveness is monitored through scheduled review cycles and evidence logs, and escalated where necessary.

1.4 Alignment Between SEND Provision and the Homebrook Woods Curriculum

The SEND provision at Homebrook Woods is designed to enable pupils to access, engage with and make progress within the school's Curriculum Policy and Curriculum Plans.

The curriculum at Homebrook Woods is communication centred, regulation informed and developmentally sequenced. SEND systems do not sit alongside the curriculum; they are the mechanisms through which the curriculum becomes accessible.

In practice, this means that:

- EHCP outcomes and SEN Support priorities are mapped directly to curriculum planning
- developmental curriculum stages (Regulation & Engagement; Communication & Cognition; Application & Independence) inform SEND assessment, provision and review
- communication support, regulation strategies and reasonable adjustments are embedded within curriculum delivery rather than delivered separately
- therapy advice (e.g. SALT/OT) is integrated into teaching approaches, classroom environments and daily routines
- progress is measured not only through academic attainment but through engagement, communication, regulation, independence and participation within curriculum activities

The SEND Policy should therefore be read alongside:

- Homebrook Woods Curriculum Policy and Implementation Framework
- Homebrook Woods Curriculum Plans, Sequencing and Schemes of Work

Together, these documents demonstrate how Homebrook Woods meets statutory SEND duties while delivering a full-time, ambitious and accessible curriculum appropriate to pupils' age, aptitude and needs.

2. Legal and Regulatory Framework

This policy reflects and supports compliance with:

- Children and Families Act 2014
- SEND Code of Practice (0–25 years)
- Equality Act 2010
- Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education (current version)
- Working Together to Safeguard Children

2.1 Derby Local Authority Context

Homebrook Woods is based in Derby and will work within the statutory SEND framework of the placing Local Authority. Where Derby City Council is the placing authority, the school will liaise professionally and promptly regarding statutory processes, placement consultation and review.

Homebrook Woods will signpost families to Derby City Council's SEND Local Offer (0–25) as the published local directory of SEND information and services.

2.2 Equality Act 2010 and Reasonable Adjustments

Homebrook Woods recognises its duty to avoid discrimination and to make reasonable adjustments so disabled pupils are not placed at substantial disadvantage. Adjustments are:

- anticipatory (planned in advance)
- individualised (matched to pupil profile)
- recorded (in pupil documentation)
- reviewed (after incidents and at scheduled review points)

Accessibility is understood beyond physical access and includes communication access, sensory access and emotional access.

2.3 Statutory Duties Translated into Homebrook Actions

Duty → What Homebrook Does → Evidence Source

- Identify need early → baseline & ongoing assessment → Baseline Checklist; assessment logs
- Plan provision → provision plan / passport / provision map → Pupil Passport; Provision Map
- Deliver provision → consistent classroom practice + interventions → timetables; staff logs
- Review impact → scheduled review cycle + data triangulation → termly dashboard; review notes
- Co-produce with families → structured parent partnership framework → meeting records; comms log
- Work with LA & professionals → multi-agency liaison and embedded advice → reports; action plans

3. Specialist Designation of the School

Homebrook Woods is designated to support pupils whose primary educational needs arise from:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- sensory processing differences
- associated cognition and learning needs

Homebrook Woods is not commissioned as a SEMH provision.

Homebrook Woods recognises that pupils with ASC/SLCN may present with dysregulation or behaviour that challenges as a function of communication difficulty, sensory overwhelm, anxiety, change intolerance or unmet need. This presentation is addressed through specialist communication support, regulation planning and predictable environments. This differs from placements where the primary presenting need is SEMH as the main driver of provision.

3.1 EHCP and SEN Support

Most pupils are expected to have an EHCP. However, a small number of pupils may be:

- undergoing statutory EHC needs assessment,
- awaiting a finalised EHCP following placement change, or
- on SEN Support where agreed with the placing authority and family.

For these pupils, the school applies the same evidence led graduated approach, documented provision planning and regular review.

3.2 Placement Suitability Process

Before a placement is agreed, the school undertakes a structured suitability process:

Step 1: Paper review (EHCP where applicable; reports; attendance; behaviour/risk history; therapy reports)

Step 2: Consultation with parents/carers and (where applicable) the placing Local Authority

Step 3: Assessment of whether Homebrook can meet need safely and effectively within its designation

Step 4: Transition/induction planning (including communication and regulation supports)

Step 5: Placement decision recorded with rationale and agreed next steps

3.3 English as an Additional language (EAL)

Homebrook Woods welcomes pupils who speak English as an Additional Language (EAL). The school recognises that learning English as an additional language does not, in itself, constitute a special educational need.

During the admissions process and baseline assessment, the school will work with parents, carers and previous settings to establish each pupil's language profile and determine whether any communication or learning difficulties arise primarily from acquiring English or from identified special educational needs.

Where a pupil has both SEND and EAL needs, provision will be planned holistically to ensure that language acquisition and special educational provision are appropriately distinguished and supported. Reasonable

adjustments may include the use of visual supports, simplified language, translated information where appropriate, and close partnership working with families and external professionals.

Homebrook Woods is committed to ensuring that pupils with EAL have equitable access to the curriculum, assessment processes and wider school life, while continuing to receive the specialist provision required to meet their identified SEND.

3.4 If Needs Change or Placement Becomes Unsafe

Where evidence indicates needs have changed significantly or safety cannot be maintained through reasonable adjustments and risk planning, Homebrook Woods will:

- intensify provision and adjust environment/staffing as appropriate
- convene a multi-agency risk planning meeting where required
- request an early (emergency) review of the EHCP where statutory thresholds are met
- document all actions, evidence and decisions clearly, including rationale and impact.

4. Leadership and Governance of SEND

Homebrook Woods operates a proprietor led governance structure. The roles of Proprietor and Headteacher are held by the same individual. The SENDCo supports the strategic development and day-to-day implementation of SEND provision and maintains oversight of provision mapping, pupil records and review processes.

4.1 Oversight, Scrutiny and External Challenge

Where governance and operational leadership are unified, Homebrook Woods ensures appropriate checks and challenge through:

- structured internal monitoring cycles (provision, outcomes, safeguarding)
- routine review of data and incident patterns
- documented audits against Independent School Standards compliance

- access to external professional advice/supervision where appropriate
- Local Authority liaison in relation to EHCP statutory duties where applicable

4.2 Role Clarity

Proprietor/Headteacher:

- accountable for statutory compliance, staffing, resourcing, outcomes and policy implementation
- reviews termly SEND dashboards and approves annual policy review

SENDCo:

- maintains provision mapping and pupil SEND records
- supports staff on implementation and reasonable adjustments
- coordinates reviews and liaises with professionals/LAs

Class Teachers:

- deliver Quality First Specialist Teaching
- implement pupil plans consistently
- contribute to reviews and evidence gathering

Teaching Assistants:

- deliver structured support under teacher direction

- record intervention delivery and progress evidence

Parents/Carers:

- share information, attend reviews and co-produce plans where possible

Local Authority / External Professionals:

- contribute advice and statutory processes where applicable

5. Early Identification and Assessment

Although many pupils attending Homebrook Woods arrive with identified SEND and may have an EHCP, some pupils may be undergoing assessment, awaiting finalisation or on SEN Support. Assessment remains essential to ensure provision remains responsive to individual needs.

5.1 Baseline Assessment Window

On admission, Homebrook Woods completes a structured baseline assessment period. By the end of the baseline window, the school produces:

- communication profile summary (including AAC needs)
- sensory/regulation profile (triggers, early signs, effective supports)
- engagement and learning behaviour profile
- academic starting points (where appropriate)
- independence/self-care starting points

These outputs inform initial provision planning and transition supports.

5.2 Holistic Assessment Domains (What We Measure)

Progress and need are understood holistically and include:

- communication (receptive/expressive/pragmatics)
- regulation and wellbeing
- engagement and participation
- independence and adaptive skills
- curriculum access and learning behaviours

Evidence sources include observations, work samples, structured measures where appropriate, and professional advice.

5.3 Co-Production From Day One (Homebrook Induction Conversation)

As part of induction, Homebrook Woods holds a structured parent/carer consultation to understand:

- what has worked/what has not worked previously
- communication preferences and key anxieties
- triggers, motivators and regulation strategies
- priorities for the first term

This information feeds directly into the Pupil Passport and initial provision plan.

6. EHCP-Led Provision Planning

EHCPs form the statutory foundation for provision for pupils who have them. EHCP outcomes are translated into daily practice through an auditable chain:

EHCP outcomes → provision plan targets → classroom strategies & adjustments → timetabled interventions → evidence capture → review cycle.

For pupils without a finalised EHCP (in assessment / awaiting finalisation / SEN Support), Homebrook Woods applies the same evidence based planning approach, ensuring provision is documented, reviewed and shared, and escalated appropriately with the placing authority.

EHCP outcomes and SEN Support priorities are implemented primarily through curriculum access. Outcomes relating to communication, cognition, regulation and independence are addressed through planned

curriculum content, structured teaching approaches and embedded strategies rather than isolated interventions. Curriculum plans explicitly reference EHCP outcomes to ensure statutory provision is delivered through daily teaching.

6.1 Derby City Council: Annual Review Expectations

Derby City Council states that EHCPs must be reviewed at least annually and that children under five should be reviewed more often due to the faster pace of early development. Derby City Council also notes that early annual reviews may be requested where there are concerns about progress. Homebrook Woods will request an early review where evidence indicates outcomes, provision or placement arrangements require urgent reconsideration.

6.2 Pupil Passport

Each pupil has a Pupil Passport (one-page working document) summarising:

- communication profile and AAC needs
- sensory/regulation profile (triggers, early indicators, effective supports)
- learning profile (processing time, motivators)
- safeguarding vulnerabilities where relevant
- top strategies that must be consistent
- priority outcomes / targets (EHCP-linked where applicable)

The Passport is shared with relevant staff and updated following review points or significant changes.

6.3 Therapy Integration (How Advice Becomes Practice)

Where SALT/OT or other professional advice is provided, Homebrook Woods ensures it is embedded through:

- strategy sheets and modelling for staff

- incorporation into classroom routines (communication environment, sensory supports)
- staff coaching and CPD
- implementation checks (learning walks / observations)
- review of impact through evidence logs and outcome tracking.

7. Graduated Approach – Assess, Plan, Do, Review

Homebrook Woods follows the graduated approach recommended in the SEND Code of Practice. This applies to all pupils, including those with EHCPs and those on SEN Support or in statutory assessment.

7.1 Homebrook Tiered Response

Homebrook provision operates across three tiers:

Tier 1 – Universal Specialist Offer: the baseline specialist environment, communication supports, predictable routines and regulation opportunities built into daily practice.

Tier 2 – Targeted Intensification: short-cycle, focused interventions (e.g., communication targets, regulation coaching, structured skills teaching) with defined frequency and review dates.

Tier 3 – Specialist Escalation: additional professional assessment/advice, enhanced risk planning, and where necessary, request for EHCP assessment/amendment or placement review with the placing authority.

7.2 Review Timelines (Auditable Rhythm)

- Daily/weekly: classroom monitoring and adjustments
- Half-termly: internal review meetings (provision impact and wellbeing)
- Termly: leadership outcome tracking (dashboards; patterns; resourcing)
- Statutory: annual EHCP review (and earlier reviews where needed)

7.3 Triggers for Escalation (Clear Thresholds)

Homebrook Woods will escalate provision where evidence indicates:

- limited progress toward outcomes despite consistent implementation
- increased dysregulation / safety incidents
- attendance deterioration linked to anxiety, regulation or unmet need
- significant family change or safeguarding concerns
- therapy needs changing or provision proving insufficient

Escalation actions and rationale are recorded clearly.

Provision across Homebrook Woods is mapped and reviewed using the Whole-School and Individual Provision Map (Appendix 4), ensuring clarity, consistency and effective review of universal, targeted and specialist support.

8. Curriculum Access and Reasonable Adjustments

Homebrook Woods provides a curriculum designed for accessibility for pupils with ASC and SLCN. Reasonable adjustments are proactive, individualised and reviewed.

8.1 Curriculum Rationale for ASC/SLCN

Homebrook Woods ensures:

- language is scaffolded (clear instructions, reduced complexity, visual supports)
- knowledge is sequenced and revisited to support retention and generalisation
- sensory regulation is integrated (planned breaks, movement access, calm spaces)
- independence skills are explicitly taught and practiced across the day.

8.2 Communication-First Environment Standards (Minimum Expectations)

Across classrooms and shared spaces, Homebrook Woods maintains:

- consistent visual supports (timetables, now/next, task structure)
- symbol-supported signage where appropriate
- AAC availability and routines (access, storage, charging if applicable)
- staff modelling of supportive communication approaches matched to pupil profiles.

8.3 Reasonable Adjustments (Anticipatory, Individual, Reviewed)

Adjustments are:

- planned in advance where possible
 - recorded in Pupil Passports and provision plans
 - reviewed after incidents and at scheduled review points
- so that access improves over time rather than remaining reactive.

8.4 Curriculum Design as a Reasonable Adjustment

At Homebrook Woods, curriculum design itself is a core reasonable adjustment. The curriculum is intentionally structured to reduce barriers associated with ASC and SLCN by:

- sequencing learning developmentally rather than chronologically
- embedding communication objectives within every subject
- prioritising regulation and readiness to learn
- providing repetition, overlearning and opportunities for generalisation
- using structured teaching approaches and visual supports consistently

SEND provision ensures that pupils can access this curriculum through personalised adjustments recorded within Pupil Passports and provision plans, which are reviewed regularly for effectiveness.

9. Monitoring Progress and Outcomes

Progress at Homebrook Woods is measured in relation to pupils' ability to access and benefit from the curriculum, as well as progress towards EHCP outcomes or SEN Support priorities.

Progress evidence is drawn directly from curriculum engagement, including participation in lessons, application of skills across subjects, communication within learning contexts and increasing independence within curriculum activities. This ensures that SEND monitoring reflects real access to education rather than isolated performance measures.

9.1 What Progress Looks Like at Homebrook Woods

Progress includes:

- engagement and participation

- communication function and independence in communicating needs
- regulation and emotional wellbeing
- independence/self-care and adaptive skills
- readiness to learn and attendance stability
- academic progress where appropriate to the individual profile.

9.2 Quality Assurance Cycle (How We Check Implementation)

Homebrook Woods evaluates provision through:

- learning walks / lesson observations with a SEND implementation focus
- work scrutiny to evidence adaptations and accessibility
- provision map impact reviews (intervention entry/exit evidence)
- checks that therapy strategies are visible in daily practice.

9.3 Reporting to Parents/Carers (Clear Expectations)

Homebrook Woods commits to:

- regular day-to-day communication methods agreed with families
- structured progress updates at defined intervals
- termly review opportunities (or agreed alternatives where appropriate)
- annual EHCP review meetings (and earlier reviews when required)

Evidence shared may include examples of progress, annotated work/observations and outcomes tracking summaries.

10. Recording and Documentation

Accurate documentation ensures continuity of provision, accountability and compliance.

10.1 Data Protection and Confidentiality

SEND records are stored securely with controlled access. Information is shared with professionals on a need-to-know basis in line with lawful information sharing and consent principles. Where external referrals or reports are involved, parent/carer involvement and consent is managed appropriately unless safeguarding thresholds require otherwise.

10.2 Core Evidence Set

Homebrook Woods maintains:

- Provision Maps (whole-school and individual)
- Pupil Passports (working documents)
- EHCP outcome trackers (where applicable)
- SEN Support plans (where applicable)
- intervention records with entry/exit evidence
- annual review evidence bundles/checklists
- parent communication and co-production logs
- training matrix and staff competency records
- behaviour / wellbeing monitoring data where linked to SEND need.

11. Partnership with Parents and Carers

Homebrook Woods recognises parents and carers as key partners and aims to build transparent, supportive relationships.

11.1 Structured Parent Partnership Framework

Homebrook Woods uses a structured framework which includes:

- induction meeting and parent consultation
- baseline feedback meeting (sharing initial profiles and priorities)
- termly review meetings (or agreed alternatives)
- annual EHCP review meetings where applicable
- “you said / we did” responsiveness, with actions tracked and followed up.

11.2 Derby SENDIASS (Independent Advice and Support)

Derby City Council describes Derby SENDIASS as a free, legally based, impartial, confidential and accessible service for children, young people and parents/carers, and states that families do not need a formal diagnosis to access support. Homebrook Woods will signpost Derby City families to this service where appropriate.

11.3 Derby SEND Local Offer

Homebrook Woods will signpost families to Derby City Council's SEND Local Offer (0–25) as the central local resource for SEND information and services.

12. External Agency Collaboration

Homebrook Woods works collaboratively with external professionals where appropriate, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Local Authority SEND teams and health professionals.

12.1 How Agency Input Is Commissioned and Used

Where external advice is needed, Homebrook Woods will:

- identify the question/need clearly (communication, sensory, learning, regulation)
- seek parent/carer involvement and consent where appropriate
- request/commission assessment or advice through agreed routes
- translate recommendations into practical classroom strategies and provision plans
- quality-check implementation through monitoring and review
- share relevant advice and progress information with parents/carers.

12.2 Multi-Agency Meeting Structure

Homebrook Woods will convene multi-agency meetings when:

- risk escalates or safety planning is needed
- placement suitability requires review
- progress stalls despite intensification
- coordinated planning is required across education/health/care.

Meetings will be chaired by an appropriate leader (SENDCo/Headteacher as relevant), minutes will be recorded, actions assigned to named individuals, and follow-up dates agreed.

12.3 Derby Health Partnership Context

Joined Up Care Derbyshire states that NHS health services locally work in partnership with Derby City Council and Derbyshire County Council to support the health element of SEND services. Homebrook Woods will work constructively within these partnership arrangements where relevant to pupil needs and provision.

13. Safeguarding and SEND

Homebrook Woods recognises that children with SEND may be more vulnerable due to communication differences and dependence on adults. Safeguarding procedures apply equally to pupils with SEND and concerns are acted on promptly.

13.1 SEND-Specific Vulnerabilities (ASC/SLCN Context)

Homebrook Woods recognises vulnerabilities that may include:

- barriers to disclosure (limited language, different communication styles)
- literal thinking and social vulnerability to manipulation or exploitation
- peer-on-peer issues that may be misunderstood or miscommunicated
- sensory distress responses that mask safeguarding indicators
- increasing online safety risks as pupils develop and access digital environments
- personal care dependency (where relevant) increasing safeguarding sensitivity.

13.2 Staff Training Expectations (Planned and Auditable)

Homebrook Woods ensures staff receive:

- safeguarding induction training (including SEND vulnerabilities)
- annual safeguarding refreshers
- scenario-based training linked to cohort needs
- DSL briefings when patterns or themes emerge

Training completion is recorded in the school training matrix and reviewed routinely.

14. Complaints, Disagreement Resolution and Appeals (Derby)

Homebrook Woods aims to resolve concerns early, transparently and collaboratively.

Step 1: Informal Resolution

Parents/carers should raise concerns initially with the class teacher and/or SENDCo so issues can be addressed quickly and proportionately.

Step 2: Formal School Complaints Procedure

If concerns remain unresolved, parents/carers may follow the school's Complaints Policy.

Step 3: Disagreement Resolution / Mediation / Appeals (Placing Authority Routes)

Where the disagreement relates to EHCP processes or SEND provision and the placing Local Authority provides formal disagreement resolution routes, Homebrook Woods will signpost families appropriately and cooperate fully with due process.

Derby City Council states that disagreement resolution can help families resolve disagreements with the local authority or education settings; participation is voluntary; and it is available for children and young people with SEND even if they do not have an EHCP.

Homebrook Woods will provide timely evidence (provision records, progress evidence and review documentation) where families pursue statutory routes.

15. Transitions (Into School, Within School, Beyond School)

Transitions are recognised as high-risk periods for pupils with ASC/SLCN. Homebrook Woods plans transitions carefully to protect wellbeing, regulation and learning readiness.

Into Homebrook Woods:

- structured transition planning based on pupil profile
- additional visits/gradual exposure where appropriate
- a clear induction plan including communication supports and predictable routines
- baseline assessment window leading to an initial provision plan.

Within Homebrook Woods:

- transition between classes/years planned with familiarisation and visual supports
- updated Pupil Passports shared with receiving staff
- regulation supports increased during transition periods where needed.

Beyond Homebrook Woods (including Year 6 to next placement):

- timely planning and information sharing with parents/carers and receiving setting
- support for the pupil's understanding through visual preparation and structured routines
- contribution to statutory processes and placement consultation as required.

16. Attendance and Medical Needs (SEND Integration)

Homebrook Woods recognises that pupils with ASC/SLCN may experience barriers to attendance linked to anxiety, sensory distress, transitions or regulation needs. The school works proactively with families to reduce barriers, using predictable routines, supportive communication and staged plans where appropriate.

Where pupils have medical needs that impact access, Homebrook Woods ensures appropriate plans, training and risk assessments are in place so pupils can participate safely and with dignity. Medical and attendance arrangements operate alongside SEND planning to ensure consistent access to education.

17. Staff Training and Competency Framework

Homebrook Woods ensures that staff expertise matches cohort needs. Training is planned, recorded and reviewed.

Core Training (All Staff)

- ASC and communication differences (ASC/SLCN profile)
- communication supports and AAC awareness where relevant
- safeguarding for SEND pupils and barriers to disclosure
- regulation support and de-escalation principles
- Equality Act duties and reasonable adjustments
- EHCP/SEN Support implementation and review processes.

Specialist Competencies (Role/Needs Dependent)

- implementing communication environments and visual supports
- sensory regulation strategies in daily routines
- supporting independence and adaptive skills
- recording impact evidence and provision fidelity.

Supervision and Coaching

Practice is strengthened through modelling, coaching and reflective discussion. Training completion and refresh dates are recorded in the SEND Training Matrix.

18. Review of SEND Provision

Homebrook Woods reviews SEND provision regularly to ensure it is effective, lawful and responsive to pupil need. This policy is reviewed annually or sooner if required by legislative change, inspection feedback or identified improvements.

18.1 Formal Monitoring Schedule (Governance Cycle)

Homebrook Woods monitors:

- progress and outcomes data (including EHCP/SEN Support where applicable)
- attendance patterns linked to SEND need
- wellbeing and regulation indicators
- behaviour incidents linked to unmet need patterns
- therapy strategy implementation and impact
- complaints/themes and safeguarding themes (where SEND-related)

Monitoring includes defined responsibilities, scheduled review points and documented actions.

18.2 Pupil Voice (ASC/SLCN-Appropriate)

Homebrook Woods is committed to ensuring that pupil voice is actively sought, respected and used to inform planning, provision and review. For many pupils with Autism Spectrum Condition (ASC) and Speech, Language and Communication Needs (SLCN), pupil voice may not be communicated through speech alone.

Pupil voice at Homebrook Woods may be gathered through:

- supported communication using AAC, symbols or visuals
- structured choice-making
- observation of engagement, stress responses and preferences
- trusted adult interpretation, recorded transparently
- play-based or activity-based engagement
- contributions from families and professionals who know the pupil well

Where appropriate, Homebrook Woods may draw on recognised local authority guidance to support the capture of pupil voice. This includes

Derby City Council's SEND Voice: Voice of the Child Toolkit, which provides a range of engagement tools designed to support children and young people with SEND, including autistic pupils and those with complex or non-verbal communication needs.

The school recognises that such tools are not assessment instruments. They are used flexibly to inform understanding, contribute to reviews (including EHCP reviews where applicable), and ensure that pupils' views, preferences and lived experiences meaningfully influence decision-making.

Evidence of pupil voice is recorded within review documentation and contributes to the evaluation of provision and outcomes.

APPENDIX 1 - PUPIL PASSPORT (Working Document)

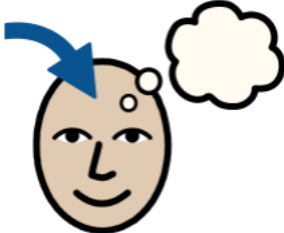
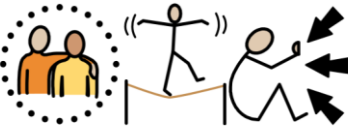
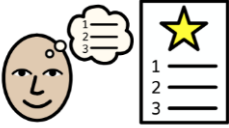
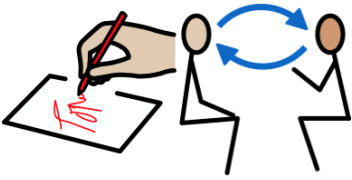
Purpose:
To provide a one-page, practical profile that ensures consistent daily support.

Completed by:
Class Teacher + SENDCo (with parent/carer input) and updated as needed.

Reviewed:
At baseline completion, termly, and after significant changes/incidents.

Stored:
Secure pupil SEND file; accessible to relevant staff.

CONTENT FOR PUPIL PASSPORTS

Pupil Name: Photo: Date: Class: 	1) Communication Profile • Understanding: • Expressive communication: • AAC/visual supports used: • Key prompts that work 	2) Regulation & Sensory Profile • Triggers: • Early signs: • What helps: • What makes it worse: • Regulation supports 	3) Learning Profile • Processing time needs: • Motivation/interests: • Task structure that supports engagement 
4) Safety / Risk / Safeguarding Considerations • Known risks: • Supervision requirements: • Vulnerabilities (if relevant) 	5) Top Strategies (Non-Negotiables for Consistency) • 1. • 2. • 3. 	6) Priority Outcomes / Targets • EHCP-linked outcomes (if applicable) / SEN Support priorities: • Current focus 	Sign-off: Teacher: SENDCo: Parent/Carer consulted (date) 

APPENDIX 2 — OUTCOMES TO PROVISION IMPLEMENTATION MATRIX
(Working Document)

Purpose:
To show exactly how outcomes translate into daily practice and how impact is evidenced.

Completed by:
Teacher + SENDCo (with therapist advice where applicable).

Reviewed:
Half-termly (and updated after annual review / early review).

Fields to include:

Outcome / Priority:	Daily universal strategies:	Targeted interventions (frequency/duration):	Specialist input/advice:	Staff responsible:
Evidence source (work sample/observation/data):	Review date:	RAG rating (Red/Amber/Green):	Next steps / adjustments:	

APPENDIX 3 — BASELINE & INDUCTION CHECKLIST

Purpose

To ensure consistent admission processes and the rapid establishment of effective, safe and personalised provision for each pupil on entry to Homebrook Woods.

Completed by

SENDCo and Class Teacher, with leadership oversight.

✓	Checklist Item	Date / Notes
☐	Parent / carer induction conversation completed	
☐	Transition plan agreed (visits, resources, supports)	
☐	Communication profile completed	
☐	Regulation / sensory profile completed	
☐	Engagement and learning behaviour profile completed	
☐	Academic starting points recorded (where appropriate)	
☐	Independence / adaptive skills starting points recorded	
☐	Initial Pupil Passport completed and shared with staff	
☐	Initial provision plan drafted	
☐	First review date scheduled	
☐	External professional reports requested / received (if relevant)	
☐	Safeguarding vulnerabilities considered and recorded (if relevant)	

APPENDIX 4 — PROVISION MAP

Whole-School and Individual Provision

Purpose

To demonstrate how Homebrook Woods delivers SEND provision through a graduated model, showing what provision is universal, what is targeted for additional need, and what is escalated where specialist input is required.

Provision Level	Description
A) Universal Specialist Offer	Provision every pupil receives as part of the Homebrook Woods specialist model, embedded within daily teaching, routines and curriculum delivery.
B) Targeted Intensification	Short-cycle, time-limited interventions implemented in response to identified need and reviewed regularly.
C) Specialist Escalation	Enhanced planning or specialist input required where needs are complex, escalating or not sufficiently met through universal and targeted provision.

Provision Recording Requirements

Each provision entry must clearly record the information below to ensure consistency, accountability and effective review.

Field	What this records
Provision Description	Clear description of the strategy, support or intervention provided.
Intended Outcome	The skill, behaviour or access outcome the provision is designed to support (linked to EHCP or SEN Support priorities where applicable).
Frequency / Duration	How often the provision takes place and for how long.
Staffing / Resource Implication	Staff involved, level of supervision required and any specialist resources used.
Evidence of Impact	How effectiveness is measured, such as observation, work samples, increased independence or reduced distress.
Review Date	When the provision will be formally reviewed and adjusted if required.

Appendix 5 - SEND Quality Assurance Dashboard

Purpose

To provide a termly overview of SEND effectiveness, enabling leaders to monitor impact, identify patterns and drive improvement.

SEND Quality Assurance Dashboard – Homebrook Woods

Reporting Period: [e.g. Spring Term 1, 2027] | Lead: [Name/SENCO]

1. Attendance & Participation

Focus: Is the pupil here and ready? (ASC/SLCN specific)

Area	Evidence / Data Entry
Attendance %	[Collect: Green/Amber Red % from School Management System/Register for the whole school and by Class.]
Punctuality	[Collect: Late marks from the register. Check if transport/taxis/parents arrived on time.]
Barriers to Attendance	[Collect: Notes from phone calls with parents or 'Reasons for Absence' logs.]
Medical vs. Sensory	[Collect: Number of hospital/clinic letters vs. notes about 'sensory shutdown' or 'anxiety' days.]

2. Engagement & Sensory Regulation

Focus: Managing environment and communication to support learning.

Area	Evidence / Data Entry
Sensory Diet Success	[Collect: Sensory room logs / Movement Break charts. Are the children settling after the break?]
Communication Audit	[Collect: Photos or checklists from Learning Walks. Are Now/Next boards and PECS folders out?]
Engagement Model	[Collect: Teacher observations of The 5 Areas (Exploration, Realisation, Anticipation, Persistence, Initiation).]
Trigger Reduction	[Collect: Incident/Behaviour logs. Are meltdowns going down since we changed the environment?]

3. EHCP Outcomes (Statutory Progress)

Focus: Are we meeting the legal requirements of the plan?

Area	Evidence / Data Entry
Outcome Tracking	[Collect: RAG-rated spreadsheet of EHCP Section E targets. How many are Green/Amber/Red?]
Annual Reviews	[Collect: Calendar of Review dates. Are they all finished and sent to the Local Authority?]
Small-Step Progress	[Collect: Data from tracker (e.g. B-Squared) showing small improvements.]
Professional Input	[Collect: Dates of visits or reports from Speech Therapists (SaLT), OT, Physio.]

4. Interventions & Provision

Focus: Is the extra "Speech & Language" or "Sensory" help working?

Area	Evidence / Data Entry
Active Support	[Collect: Provision Map. List what groups (Lego Therapy, Attention Autism) are running.]
Impact (Before/After)	[Collect: Assessment scores from the start of the intervention vs. the end of a 6-week block.]
SaLT Delivery	[Collect: Speech & Language Therapy log book showing that the child got their 1:1 or group time.]

5. Safeguarding & Vulnerability

Focus: Protecting children with communication barriers.

Area	Evidence / Data Entry
Vulnerability Support	[Collect: Examples of how we help non-verbal children report pain (e.g. Body Maps or Symbol boards).]
Concern Logs	[Collect: Total number of reports from safeguarding system (e.g. CPOMS or MyConcern).]
Staff SEND Training	[Collect: Training certificates/Staff CPD Log for ASC + Communication training.]

Executive Summary / Actions for Next Month:

- **Successes:** [Look at our Green data above - what is working best?]
- **Risks:** [Look at our Red data or gaps - where are the children struggling?]
- **Key Actions:** [List what we will do next month to fix the Risks.]

Data Colour Coding:

1. Attendance & Punctuality

- **GREEN:** Attendance is 95%+, or a pupil with chronic medical needs is attending every session they are physically able to.
- **AMBER:** Attendance has dipped below 90% (Persistent Absence) or the pupil is regularly late due to transport issues.
- **RED:** Attendance is below 85% or there is unauthorised absence where the school cannot find a sensory or medical reason.

2. Engagement & Sensory Regulation

- **GREEN:** Pupil is ready to learn. Sensory breaks are working, and the child is initiating communication (using PECS/AAC).
- **AMBER:** Pupil is over-regulated (shut down) or under-regulated (distressed) more than twice a week. Sensory diet needs a review.
- **RED:** Pupil is in a state of crisis daily. Environment is not meeting their sensory needs. High frequency of physical intervention or meltdowns.

3. EHCP Outcomes (The Legal Part)

- **GREEN:** Progress is on track to meet the **Section E** outcome by the end of the year.
- **AMBER:** Progress has stalled. The target might be too hard, or the support isn't specific enough. Needs discussing at the next **Annual Review**.
- **RED:** No progress made, or the pupil has regressed. This is a high risk as the school is not "delivering" the legal requirements of the EHCP.

4. Interventions (Speech/Lego Therapy/Attention Autism)

- **GREEN:** Intervention is happening as planned. Exit scores show the child has gained a new skill (e.g., can now wait for a turn).
- **AMBER:** Intervention is happening, but the child is not engaging with it. It may need to be changed to a different type of therapy.
- **RED:** The intervention is **not happening** (e.g., due to staff absence or the Speech Therapist not visiting).

5. Safeguarding

- **GREEN:** All staff training is up to date. Communication tools (Body Maps/Feeling Fans) are in every classroom.
- **AMBER:** A low-level concern has been raised and is being monitored. A staff member is overdue for their ASC-specific safeguarding update.
- **RED:** An active **Child Protection (CP)** concern or a serious incident where a non-verbal child was unable to communicate their distress.

APPENDIX 6 - ANNUAL REVIEW EVIDENCE CHECKLIST

Purpose

To ensure EHCP reviews are person-centred, compliant and supported by clear evidence.

Checklist

Requirement	Completed (Y/N)	Notes
Pupil voice captured (method recorded)		
Parent/carer views recorded		
Professional advice included		
Provision effectiveness reviewed		
Recommendations/actions agreed		

APPENDIX 7 - PARENT COMMUNICATION & CO-PRODUCTION LOG

Purpose

To evidence transparent, responsive communication and shared decision-making with families.

Parent Communication & Co-Production Log

Date	Method of Contact	Reason	Action Agreed	Follow-up

APPENDIX 8 — SEND TRAINING MATRIX

Purpose

To ensure staff competence through planned, recorded and reviewed SEND training.

Training Record

Training Area	Who	Frequency	Completed	Refresh Due
ASC & Communication				
Safeguarding & SEND				
Regulation & De-escalation				