



Outcomes  
First Group

# SEN and Inclusion Policy

The Tower School

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## Contents

<b>1.0 INTRODUCTION .....</b>	<b>2</b>
<b>2.0 LEGISLATION &amp; GUIDANCE .....</b>	<b>3</b>
<b>3.0 AIMS &amp; OBJECTIVES .....</b>	<b>3</b>
<b>4.0 ROLES &amp; RESPONSIBILTIES.....</b>	<b>3</b>
<b>5.0 INCLUSION &amp; EQUAL OPPORTUNITIES .....</b>	<b>5</b>
<b>6.0 ANNUAL REVIEW .....</b>	<b>5</b>
<b>7.0 EVALUATING THE EFFECTIVENESS OF SEN PROVISION .....</b>	<b>6</b>
<b>8.0 RAISING A CONCERN .....</b>	<b>6</b>
<b>9.0 COMMUNICATION OF THIS POLICY .....</b>	<b>6</b>
<b>10.0 MONITORING OF THIS POLICY .....</b>	<b>6</b>

### 1.0 INTRODUCTION

The Tower School is an Independent School situated in Epping, Essex. We cater for up to 62 pupils aged between 11-18 years old, who have a primary diagnosis of Autism. We follow the National Curriculum and, as such, students who attend our school are cognitively working broadly in line with their peers.

Upon entry to The Tower School, all students have an Education Health and Care Plan (EHCP). The SEN of each pupil are identified as part of this assessment, as are the details of the provision required to fully meet the needs of each pupil.

We recognise that each of our young people have a variety of complex Special Needs and we believe they are effectively supported by bespoke interventions, in order to support them in achieving their full potential. We have a highly skilled, enthusiastic, and committed Staff team who work with our pupils and their families. The teaching methods and strategies we use aim to address our pupils' individual needs and abilities and ensure both personal development and academic progress. As a school we are committed to ensuring that all pupils at The Tower School are safe and receive the education they deserve.

To enable us to achieve our Mission Statement, The Tower School is committed to supporting British Values of tolerance and respect of people's lifestyles, life choices, abilities, disabilities, religions, and cultures within the boundaries of British Law.

The Governing Body of The Tower School is committed to ensuring that the necessary provision is made for every pupil that has SEN.

## **2.0 LEGISLATION & GUIDANCE**

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for EHCP's, SEN coordinators (SENCOs) and the SEN information report.
- The Equality Act 2010

This policy should also be read in conjunction with the following Tower School policies:

- Curriculum policy
- Accessibility policy
- Admissions policy
- Neurodivergent Affirming Behaviour policy

## **3.0 AIMS & OBJECTIVES**

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The overall aim of this policy is to improve the outcomes for all pupils with SEN. The objectives of our special needs provision are:

- To ensure pupils have access to a broad, balanced curriculum appropriate to their individual needs and to achieve their full potential.
- To promote education in a safe and secure environment within a happy atmosphere where young people can learn effectively, improve their confidence, build their self-esteem, and develop their independence as individuals within the community.
- To ensure that all pupils with SEN are accurately assessed and that their needs are reflected in the objectives and outcomes of their EHCP.
- To enable pupils to take increasing responsibility for their own learning.
- To ensure pupils experience rates of progress that bring feelings of success and achievement appropriate to their levels of attainment and understanding.
- To actively seek ways of helping and involving parents/carers in the care, development, and education of their child.
- To ensure parents/carers are kept fully informed and are engaged in effective communication about their child's SEN.
- To make clear the expectations, duties, and responsibilities of all Staff in relation to the provision of education for SEN pupils.
- To support the Continued Professional Development (CPD) aspirations of all staff in relation to SEN training.
- To extend our services to mainstream schools, adopting the principle of inclusion as a two-way process.
- To enable successful transition for pupils beyond their life at The Tower School.

## **4.0 ROLES & RESPONSIBILITIES**

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At The Tower School, the educational provision for pupils with SEN is the responsibility of all members of staff. The Senior Leadership Team (SLT), under the leadership of the Headteacher, is responsible for the day-to-day implementation of the SEN Policy and the key responsibilities laid out in the Code of Practice.

The Governing Body aims to secure the appropriate provision for any identified pupil with SEN. The Governors ensure all teachers and support staff are fully aware of their responsibilities towards pupils with SEN.

Through the Admission of Pupils Policy, the Governing Body ensures that pupils with SEN are not discriminated against and that there is an Accessibility Policy and Plan in place for improving access to the school and its facilities.

The Governing Body ensures that a complementary and consistent Equality Opportunities Policy and Strategy is in place which reflects the legal duty of the Governing Body to promote equality of opportunity between disabled and other people.

The Governing Body shall receive regular reports from the Headteacher, on the practical implementation of this policy, highlighting any issues of concern and follow up actions.

The Headteacher is responsible for ensuring the curriculum provision across the school meets the needs of all pupils and that staff have the appropriate training in specific areas of SEN.

The Headteacher is responsible for ensuring that the curriculum and resources within the school meet the needs of all pupils and approaches to teaching within their Faculty help remove barriers to learning for all pupils.

The Governors should ensure they are knowledgeable about the School's SEN provision and that there is full Governing Body involvement in the future development and monitoring of this policy.

Below are details of the specific roles and their responsibilities:

#### **4.1 The SENCO: Laura Stead**

- Work with the Governors to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHCP's.
- Co-ordinate Annual Review meetings for each pupil following the legal requirements set out in the SEND Code of Practice.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching (in consultation with Headteacher and SENCo)
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services. Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

#### **4.2 The Governors will:**

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school.

#### **4.3 The Headteacher: Natalie Aiken. The Headteacher will:**

- Work with the Governors to determine the strategic development of the SEN policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

#### **4.4 Class teachers. Each class teacher is responsible for:**

- The progress and development of every pupil in their class.
- Monitoring and reporting progress made towards pupils EHCP Section E targets.

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**Last Review Date:** September 2025 **Next Review Date:** September 2026

- Contributing in a pupils Annual Review meeting.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Headteacher and SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

## **5.0 INCLUSION & EQUAL OPPORTUNITIES**

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The Governing Body and the SLT will set a clear ethos, which is underpinned by The Outcomes First Group's Mission Statement, and which reflects the School's commitment to SEN provision.

The Tower School has a range of specialist resources and facilities designed to cater for the needs of our pupils and has also developed good working relationships with a wide range of external agencies who offer a broad spectrum of expertise in order to address the needs of all pupils.

CPD is offered to all and we aim to provide appropriate training for Governors, teaching and non- teaching Staff, so that they have the knowledge and confidence to develop their own skills in helping our pupils with a range of SEN.

The principle of inclusion is firmly established in the education of pupils at The Tower School, and involves the setting of appropriate challenges, responding to pupils' diverse spiritual, moral, social, cultural (SMSC) and educational needs and overcoming potential barriers to success for all individuals and groups of pupils. At The Tower School we value all our pupils' experiences and are concerned with encouraging pupils to build upon these in order to fulfil their individual potential, irrespective of gender, age, ethnicity, sexual orientation, religion, disability, culture, socio-economic background or circumstances of home or public care.

### **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

- All of our extra-curricular activities and school visits are available to all our pupils.
- All pupils are encouraged to go on residential trip(s).
- All pupils are encouraged to take part in sports days/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## **6.0 ANNUAL REVIEW**

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Education Health and Care Plans are reviewed at least annually. Annual reviews focus on what the student has achieved, what the next steps are for the pupil, reviewing the strengths and needs of the pupil and addressing any areas of difficulties that need to be resolved.

The Annual Review should:

- Assess the child's progress towards meeting the outcomes as specified in their EHCP
- Review special educational provision made for the student
- Review current levels of attainment in all subject areas
- Consider the continuing appropriateness of the EHCP
- Set new targets for the coming year

The SENCo initiates the review process, sets a date and invites attendees. The SENCo can delegate to a qualified teacher at the school any or all of the duties and functions given to them in the regulations.

In preparing for the review meeting, the SENCo must request written advice from:

- Student's parents/carers
- Therapy involvement (as specified within provision)
- Anyone specified by the authorities
- Anyone else the Headteacher considers appropriate

The SENCo must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting.

The review report is prepared by the Form Tutor. The Speech and Language, and Occupational Therapists will also write a contribution for each annual review and where necessary written advice will be prepared by the Clinical Psychologist.

The Annual Review meeting is chaired by a member of the Senior Management Team.

The SENCo provides the Local Authority with a report following each Annual Review meeting within two weeks of the meeting being held. The report summarises the outcome of the review meeting, setting out the SENCO's assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

### **Annual Review in Years 9-14**

Careers advice and guidance is offered to all students in Year 9 and all following years until they leave The Tower School. The purpose of this service is to support and educate the student of the options available to them post education, such as progressing into the further education sector, work-based training or employment. Each pupil is given an opportunity to express their views and aspirations and is supported to understand what next steps are required to achieve these goals.

A Preparation for Adulthood Advisor from the Local Authority is assigned to pupils in Year 9 and up will be invited to the annual review to discuss future opportunities and provide guidance to parents/carers and pupils in collaboration with The Tower School.

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## **7.0 EVALUATING THE EFFECTIVENESS OF SEN PROVISION**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term.
- Reviewing the impact of interventions every half term.
- Using pupil questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.

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## **8.0 RAISING A CONCERN**

Contact details for when pupils or parents/carers have concerns:

- The Tower School 01992 926020

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## **9.0 COMMUNICATION OF THIS POLICY**

The SLT will take active steps to ensure that all members of school staff are both aware of and adhere to the aims and stated outcomes that are contained in this Policy. This will be reflected in the framework of Continuous Professional Development (CPD) and staff training.

A copy of the School's SEN and Inclusion Policy will be communicated to parents/carers and pupils on request.

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## **10.0 MONITORING OF THIS POLICY**

This policy and information report will be reviewed annually by the SENCo. It will also be updated if any changes to the information are made during the year.





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