

SEND Policy (1 year review)

April 2026

The Paddock is a calm and nurturing alternative provision in Shropshire, offering personalised, research-informed support for young people who need a smaller, more flexible approach to learning. We specialise in helping academically capable students who currently find mainstream environments overwhelming, providing a peaceful space where they can re-engage, rebuild confidence, and thrive.

Introduction

Under the Education Act 1996, a young person has Special Educational Needs (SEN) if they have a learning difficulty that requires special educational provision to be made for them.

A learning difficulty means the young person:

- Has significantly greater difficulty in learning than the majority of others of the same age, **or**
- Has a disability that prevents or hinders them from making use of educational facilities normally available to others of the same age in a mainstream setting.

Special educational provision refers to support that is additional to or different from that which is generally provided for others of the same age in a mainstream school. The very nature of our provision is such that all the work we do is tailored to meet the special educational needs of our young people partners and to help them overcome their specific barriers to learning.

At The Paddock, we are committed to providing the conditions, environment, and opportunities that enable young people with SEN to be fully included in all aspects of learning. Our approach reflects our trauma-informed, therapeutic principles.

The Paddock offers a unique blend of indoor and outdoor learning environments for young people who are unable to currently access mainstream education effectively due to their social, emotional, and mental health needs. Our aim is to help students develop the emotional regulation, communication skills, confidence, and resilience needed to re-engage with education and, where appropriate, return to mainstream settings.

Many of our young people experience significant barriers to learning. Our role is to support them in understanding, managing, and overcoming these challenges. Specialist support is integrated into Paddock activities, personalised programmes of study, and therapeutic interventions.

Policy Objectives

To meet the special educational needs of students accessing The Paddock, we will:

- Develop, implement, and monitor appropriate programmes tailored to individual needs
- Provide timely intervention when a student is not making expected progress

- Offer therapeutic support based on individual profiles and needs including CBT and person centred counselling
- Use varied teaching and engagement styles to ensure access to Paddock-based learning
- Use resources effectively to support students with SEN
- Assess and record progress regularly
- Work with external agencies providing specialist support
- Involve parents/carers in planning and reviewing provision
- Encourage students to participate actively in understanding and meeting their own needs
- Provide ongoing training for all staff working with students with SEN

Principal Responsibilities

The Principal is responsible for SEN provision across The Paddock. This includes:

- Day-to-day operation of the SEND policy
- Maintaining an up-to-date register of students with SEN
- Supporting the Educational Psychologist in assessments
- Coordinating provision with Paddock staff
- Liaising with Child Protection staff
- Working closely with parents/carers
- Liaising with external agencies for advice and support
- Delivering or coordinating staff training on SEND

Access to the Curriculum

Provision at The Paddock is based on:

- Setting appropriate learning targets
- Responding to diverse learning needs
- Overcoming barriers to engagement and attendance
- Developing skills needed for reintegration into mainstream education

Assessment, planning, and review are ongoing processes involving all staff. A tracking system identifies students who are not making expected progress.

Strategies used to ensure access include:

- Differentiated tasks matched to ability and experienced and set as part of the initial induction
- Communication support
- Use of varied teaching styles
- Learning support providing targeted support
- Small-group and 1:1 teaching
- Access to appropriate resources and equipment
- Use of ICT and alternative methods of engagement
- Staff training on SEND and trauma-informed practice

Identification and Assessment

We recognise that the majority of young people attending The Paddock have SEND. Their needs are assessed:

- On admission
- Through ongoing assessment
- In line with the school's assessment policy

Many students have an Education, Health and Care Plan (EHCP).

Liaison Within the School

The Principal shares relevant SEND information with:

- Teachers and Learning Support Assistants
- Senior Management
- Local Authorities and external agencies
- Parents/carers

INSET Arrangements

There is an ongoing programme of staff training. The Principal:

- Attends SEND-related courses
- Delivers INSET sessions
- Coordinates training from external specialists
- Ensures staff are up-to-date with best practice

Training is planned to meet the specific needs of students attending The Paddock.

Partnership with Parents and Carers

Parents/carers are kept fully informed about provision and progress. They are invited to review meetings and structured conversations about progress, longer term and transition plans. Staff from The Paddock will be available to attend EHCP annual reviews.

Collaboration with families is central to effective SEND support.

Monitoring the Success of the SEND Policy

Evidence of effectiveness includes:

- Classroom observations
- Differentiated planning
- Work samples showing progress
- Social and emotional monitoring tools (e.g., SDQ)
- Standardised test scores
- Behavioural progress
- Student voice
- Parent/carer feedback
- External agency feedback

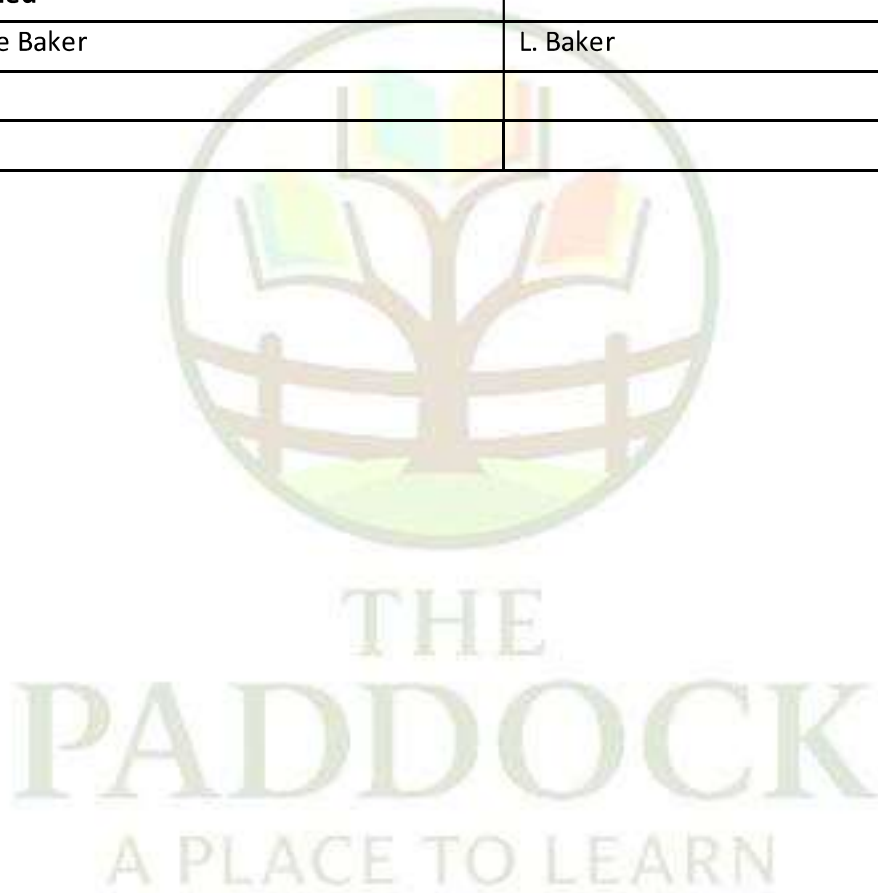
Evaluating the Success of the SEND Policy

Success is demonstrated by:

- Early identification of needs
- Effective planning, teaching, and assessment
- Regular review of progress against EHCP and project targets

- Additional intervention where needed
- Student involvement in decision-making
- Strong partnerships with parents/carers
- Multi-disciplinary collaboration

| Policy | SEND Policy |
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| Date created | April 2026 |
| Date reviewed | |
| Date of Next review | April 2027 |
| Signed | |
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Appendix A

The list of 'specified injuries' in RIDDOR 2013 (Regulation 4) that must be reported to the Health and Safety Executive

Non-fatal injuries to workers

4.

(1) Where any person at work, as a result of a work-related accident, suffers—

(a) any bone fracture diagnosed by a registered medical practitioner, other than to a finger, thumb or toe;

(b) amputation of an arm, hand, finger, thumb, leg, foot or toe;

(c) any injury diagnosed by a registered medical practitioner as being likely to cause permanent blinding or reduction in sight in one or both eyes;

(d) any crush injury to the head or torso causing damage to the brain or internal organs in the chest or abdomen;

(e) any burn injury (including scalding) which—

(i) covers more than 10% of the whole body's total surface area; or

(ii) causes significant damage to the eyes, respiratory system or other vital organs;

(f) any degree of scalding requiring hospital treatment;

(g) loss of consciousness caused by head injury or asphyxia; or

(h) any other injury arising from working in an enclosed space which—

(i) leads to hypothermia or heat-induced illness; or

(ii) requires resuscitation or admittance to hospital for more than 24 hours,

the responsible person must follow the reporting procedure.

(2) Where any person at work is incapacitated for routine work for more than seven consecutive days (excluding the day of the accident) because of an injury resulting from an accident arising out of or in connection with that work, the responsible person must send a report to the relevant enforcing authority in an approved manner as soon as practicable and in any event within 15 days of the accident.

(3) This regulation is subject to regulations 14 and 15.

PADDOCK
A PLACE TO LEARN