



**Do Talk Write Alternative Provision  
SPECIAL EDUCATIONAL NEEDS POLICY**

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Special Educational Needs (SEN) at DTW recognises that every member of the learning community is special and has individual learning and wellbeing needs. We value the abilities and achievements of all our pupils, and we are committed to providing the best possible learning environment for each pupil. The SEN policy and practices are based on the needs of the individual student, national legislation, and Local Authority (LA) guidance. The governing body will seek to implement the objectives of this policy.

#### Our SEN Objectives:

The SEN objectives at DTW are in line with the current Code of Practice and include:

- Ensuring all pupils have access to a broad and balanced curriculum
- Providing a differentiated curriculum appropriate to each individual's need and ability
- Identifying pupils requiring SEN provision at the earliest opportunity in their learning career and informing parents promptly
- Ensuring SEN pupils take part as fully as possible in all aspects of their learning life
- Providing parents with regular information regarding pupil academic progress and attainment
- Involving pupils in decisions affecting their future SEN provision, where practicable.

We recognise some pupils may have existing SEN on entry and others may experience SEN at some point in their learning journey. We also recognise that SEN can be temporary and can be present at different times. High quality teaching differentiated for individual pupils is the first step in responding to pupils that may have SEN. Additional intervention and support cannot compensate for a lack of **good quality teaching**. Our staff are committed to the principles of this policy. By implementing this policy and working collaboratively we believe pupils with SEN will be helped in managing their difficulties.

#### What are SEN?

A pupil has special educational needs if they require specific educational provision to be made. Difficulties may include:

- Pupils experiencing significant difficulty in learning in comparison with peers;
- Having a disability which prevents the pupil from accessing educational facilities;
- Pupils experiencing emotional difficulties which prevent them from engaging on a social or academic level.

Particular care will be taken in identifying SEN where lack of progress may be attributed to any of the following:

- English as an Additional Language (EAL).
- Absences due to long term illness/hospitalisation.
- Frequent geographical re-location.

DTW and believes that the admissions criteria should not discriminate against pupils with SEN ensuring they be treated as fairly as all other applicants for admission.

#### Stages in the process of identifying and meeting special educational needs:

A pupil who is perceived by any member of staff as having SEN is reported to Danielle Ford with appropriate evidence, who will then investigate. The initial responsibility of care lies with subject teachers unless the pupil is identified as being in need of intervention, in which case the SENCo becomes responsible for co-ordinating SEN for that pupil. Early identification of pupils with SEN is a priority. The identification of all educational needs will be met through considering the following:

- Information from outside DTW:
  - Parents
  - Commissioning school
  - Specialists e.g. Education Psychologist
  
- Information from within DTW utilising the teacher's knowledge based upon:
  1. Observations
  2. Internal tests
  3. Written work
  4. Oral work
  
- Information from within DTW based upon the pupil's performance in:
  1. Public examinations
  2. Standardised tests
  
- Additional relevant information from:
  1. Self identification
  2. The pupil's identification by other pupils

In some instances diagnostic testing may be required at the pupil's commissioning school. Once identified, priority will be given to liaising with parents and teachers regarding the pupil's SEN requirements and a plan of provision will be agreed upon.

#### What our expectations are:

Parents/pupils are expected to support DTW, wherever possible, in addressing their child's/own SEN. We believe a strong partnership with parents is essential in effectively addressing pupils' SEN and enabling them to achieve their potential. SEN pupils will be encouraged to participate in the decision making processes affecting them. We will also provide on request, details of the local parent partnership to ensure parents receive comprehensive, neutral and appropriate advice.

Our SEN policy recognises and reinforces the need for teaching that is fully inclusive. Danielle Ford will ensure appropriate provision is made for all pupils with SEN. Pupils within DTW that are SEN are, as far as is practicable, fully integrated into mainstream classes. The SEN Code of Practice makes it clear that all teachers are teachers of pupils with SEN and are expected to differentiate appropriately for different levels of need.

#### The role of the SENCo:

The SENCo works within DTW and with outside agencies, and is responsible for overseeing the administration of SEN provision and supporting staff to meet pupils' needs. Contact details are available via the DTW website and at the front of this policy. Every effort will be made to prioritise needs and to provide necessary provision, based on relevant evidence.

The SENCo is supported in her role by:

- Teachers
- Teaching assistants

### DTW Provision:

The aim of the SENCo (and that of support staff) is to support pupils and to enable subject specialists to teach their subject to all pupils. On admission, we commit to continuity of support for pupils with existing SEN.

On the SEN register levels of provision now fall into two categories – SEN Support (instead of the previous sub categories of School Action/School Action Plus) and EHC Plans (Educational Health Care Plans) instead of Statements of SEN provision.

A pupil is deemed to be in receipt of SEN Support if they are unable to access the curriculum despite strategies outlined via the Quality First register. Pupils who are recorded on the Quality First register (commonly known as Wave 1 intervention/Element 1 universal provision) may have a diagnosis of Dyslexia or ADHD but require no extra intervention – just high quality inclusive teaching.

### SEN Support (commonly known as Wave 2 intervention/Element 2 targeted provision)

Pupils who are recorded as SEN support receive internal 1:1 intervention, with the SEN Teaching Assistant or with a Teacher.

### SEN Support (commonly known as Wave 3 intervention/Element 3 higher needs provision)

Pupils who are recorded as being Wave 3 receive external 1:1 intervention, with a Specialist Teacher, Educational Psychologist or outside agency.

### EHC Plan

In the event of a pupil having an EHC Plan, DTW will work with all relevant agencies to ensure appropriate recommendations are duly met (in line with the recently published SEND Code of Practice – June 2014).

### Strategies for SEN:

DTW staff use a variety of strategies to support pupils in the widest sense. The main methods of provision include:

- Inclusive education with teacher support through a differentiated curriculum and Quality First teaching
- Periods of withdrawal to receive 1:1 support (with outside agencies such as the Educational Psychologist for example)
- In class support, with SEN Teaching Assistant on an individual or group basis
- Opportunities for pre-teaching.

We offer targeted pupil updates to parents through regular progress reports. We also offer regular staff SEN inset training via specialist organisations. We provide teaching guidelines on general SEN issues, and SEN also forms part of our current staff in-house development whereby best practice is regularly shared. We support pupils individually as necessary for specific reasons, on agreed programmes, working closely with the following external agencies:

- Local Authority (LA)
- Educational Psychologist (EP)
- Specialist Teacher Services (STS)
- Medical professionals
- Speech and Language Therapists (SaLT)
- RISE – formerly Children, Adolescent Mental Health Service (CAMHS)
- Flexible Learning Team

- Educational Social Worker (ESW) We apply for special access arrangements to support pupils in examinations when necessary, where academic evidence supports this need

We recognise recommendations made by the LA and outside agencies regarding provision and aim to implement these where appropriate.

The progress of SEN pupils will be monitored by considering observational evidence, formative and summative assessment. This information will be shared as necessary and reviewed regularly.

It is worth noting that some especially able pupils may be G&T and have other SEN, resulting in Dual or Multiple Exceptionality (DME). This can often be less easy to recognise, but every effort will be made to ensure DME pupils are identified and that appropriate provision is offered.

Evaluating our SEN policy:

Through the evaluation of this policy, we will consider the views of:

- Pupils
- Parents
- Teachers
- External professionals

Pupil progress will provide evidence for the success of the SEN policy. This will be analysed through consideration of pupils meeting their targets and evidence gathered through dialogue with pupils.

We consider the SEN policy document to be important and will review it annually. The outcomes of the review will ensure the policy is current.