



SEND Policy 2026

Aims and Ethos

The aim of Samuel Cody School is to ensure that every student reaches their full potential so that, when they leave school, they are able to lead a life that is as full, active and independent as possible, and are equipped to make a positive contribution to the society in which they live.

We achieve this through the delivery of high-quality educational programmes that promote students' intellectual, social, emotional, moral, aesthetic and physical development. Learning takes place within a smaller than average class-size in a safe, nurturing and appropriately challenging environment, where pupils are supported to develop confidence, resilience and independence.

As a special school, we recognise that effective education must address the whole child. Programmes of learning therefore embrace the acquisition of academic skills alongside communication, social understanding, emotional regulation, physical development and preparation for adulthood.

Management and organisation

The Headteacher holds ultimate responsibility for the management, quality and effectiveness of all provision and programmes across all three school sites.

- The Senior Leadership Team (SLT) comprises:
- Two Headteachers (Co-Headship 2025–2026)
- Deputy Headteacher (Key Stage 4 Lead)
- Assistant Headteacher (Key Stage 3 Lead)
- Assistant Headteacher (EYFS, Key Stage 1 and Key Stage 2 Lead)
- Head of School (Cody Oaks Lead)
- Assistant Headteacher for Operations (Secondary)
- Assistant Headteacher for Teaching and Learning (Secondary)
- Two Associate Senior Leaders for Teaching and Learning and Curriculum (one at Cody Oaks and one in the Primary Department)

The SLT ensures that policies, procedures and practices are implemented consistently and in line with national legislation, the SEND Code of Practice (2015), Hampshire County Council guidance and the Ofsted Education Inspection Framework. All provision is monitored to ensure it meets the individual needs of pupils and secures strong outcomes.

Assistant Headteachers are responsible within their age phases for:

- Curriculum design and delivery
- Pastoral care and safeguarding
- Welfare and wellbeing of pupils

Subject Heads are responsible for:

- Planning and sequencing their subject curriculum
- Monitoring teaching, assessment and progress across key stages

Subject Teachers are responsible for:

- Delivering the curriculum in line with subject policies
- Assessing progress and adapting teaching to meet individual needs

Support Staff work in partnership with teaching staff to:

- Support learning and communication
- Promote independence and wellbeing
- Assist with pastoral and care needs where appropriate

Age range and capacity

The school admits day students from 4-16 years who have an Educational Health Care Plan (EHCP) issued by the LEA stating that they have a learning difficulty. The school also admits students from 9-16 years old who have an Educational Health Care plan, issued by the LEA stating that they have SEMH needs. The total number of pupil places in the school is 340.

Resources

The school has a budget allocated on a formula basis by the LA and the school governors approve a budget plan which takes into account staff salaries, building maintenance, grounds maintenance, caretaking and cleaning, educational equipment and community education use. All admin staff equipment and resources are also included in the budget allocated. Governors need to take account of the future developmental needs of all aspects of the school.

Speech and language therapists, Physiotherapists and occupational therapists regularly visit the school to provide clinical support to youngsters with identified needs. The school holds staff trained in ELSA and TALA support. In addition, qualified teacher advisers attend school regularly for those who are visually impaired and students suffering from hearing loss.

Monitoring and progression

Every student follows the full National Curriculum resulting in a broad and balanced curriculum. All aspects are differentiated, both academically and socially as appropriate for each individual.

All pupils have their EHCP reviewed annually in line with Hampshire County Council procedures. Parents receive a draft review report in advance and are invited to contribute fully to the review meeting.

Assessment focuses on progress from individual starting points, recognising that achievement for pupils with SEND may be demonstrated in a variety of ways. Staff prioritise recording and celebrating positive progress, independence and skill development.

In the secondary phase, pupils' progress towards EHCP outcomes is recorded through an online tracking platform, enabling leaders to evaluate impact and adjust provision as required.

All pupils access a broad and balanced curriculum aligned to the National Curriculum, adapted and differentiated to meet individual academic, social and emotional needs.

Complaints

All parental concerns about any aspect of the school, its provision or effectiveness should be communicated in the first instance to the Key Stage leader. Parents may also communicate their concerns to the Chairperson of the Governing Body and/or the LA. If such a concern is reported, a meeting will be arranged between the Headteacher, other relevant staff and the parents to fully discuss the concern and to seek mutually agreed solutions.

Supporting Agencies

The school makes arrangements for relevant Continued Professional Development on curriculum, pastoral and management issues on the five statutory CPD days per year. In addition, individual staff take part in subject specific or general CPD relating to personal development and enhancement or updating of curriculum matters. Further details are contained in the Staff Development Policy.

The school welcomes the support and advice it receives from professionals in education and health.

The school has well established links with Children's Services and Hampshire Constabulary. All of the above agencies have been found to be very supportive of our students as individuals and the school as an institution and are mindful of the individual and varying needs of our young people. The school makes use of the services provided by the Hampshire Inspection and Advisory Service and the school's Leadership Learning Partners.

Liaison with parents and other professionals

The school values the involvement and input of parents in all aspects of student development. Parents are encouraged to attend annual review meetings and termly open evenings. In addition, parents are encouraged to contact the students' tutor as often as they feel necessary, particularly if they have concerns regarding any aspect of placement and/or progress. Also the Home School Link Worker is available to support parents with all aspects and queries regarding students' education.

In addition to the above the school sends out half termly newsletters on general matters that may be of interest to parents as well as a calendar of events for the coming half term.

There are very well established links with feeder schools both mainstream and special, they co-operate and are fully involved in our induction programme for new students. The school also works closely with all Further Education establishments. In years 9,10 and 11 as well as an annual review the school draws up a transition plan which specifically looks at students' needs in preparation for life after school whether this be in college, employment training scheme or some other form of post 16 provision.

This policy statement is regularly monitored by the Governing Body and the Senior Leadership Team. This monitoring takes the form of a review meeting when account is taken of changes in legislation/directives/advice, staff views, parental views, pupil views and needs and changing circumstances and working practices both internally and with outside agencies and establishments.