



ODYSSEY HOUSE SCHOOL

SEND Policy

Odyssey House School, Wokingham is part of Odyssey Education Services.

Odyssey Education Services is Registered in England and Wales, company number 1162321, registered at 329 Doncastle Road, Bracknell, RG12 8PE.

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This policy applies to the Odyssey Education Group of Schools –
Odyssey House School, Wokingham
- hereafter referred to as "the School".

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1. Purpose and inspection intent

Odyssey House School Wokingham provides specialist education for pupils who may have complex profiles, including autism, communication and interaction needs, social, emotional and mental health needs, anxiety, emotionally based school avoidance, trauma histories, learning needs and associated vulnerabilities. The purpose of this policy is to set out how the school identifies, assesses, plans, delivers, reviews and quality assures provision for pupils with special educational needs and disabilities.

The policy is intended to ensure that:

- pupils' needs, strengths, risks and barriers to learning are understood from admission and kept under active review;
- EHCP outcomes, professional advice and school assessment are translated into daily classroom, pastoral, therapeutic and wider support;
- staff know their responsibilities and use agreed strategies consistently;
- parents, carers, pupils and placing authorities are involved in planning and review;
- leaders can demonstrate the effectiveness of provision through records, monitoring, progress information and pupil outcomes;
- the school meets its duties under the Independent School Standards, the Equality Act 2010, the Children and Families Act 2014, the SEND Code of Practice, safeguarding guidance and relevant inspection expectations.

2. Legal and guidance framework

This policy has regard to the following legislation and guidance, as amended or updated:

- Children and Families Act 2014;
- Equality Act 2010, including the duty to make reasonable adjustments and not discriminate against disabled pupils;
- Special educational needs and disability code of practice: 0 to 25 years;
- Education (Independent School Standards) Regulations 2014 and current DfE independent school standards guidance;
- Keeping children safe in education 2025;
- Working together to safeguard children;
- Data Protection Act 2018 and UK GDPR;
- ISI Framework for the inspection of association independent schools, including current inspection handbook and reporting expectations.

This policy should be read alongside the school's Accessibility Plan, Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy, Curriculum Policy and Complaints Policy.

3. Definitions

A pupil has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to, or different from, that made generally for pupils of the same age.

A pupil is disabled under the Equality Act 2010 if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Long-term means that the impairment has lasted, or is likely to last, at least 12 months.

A pupil does not have a learning difficulty or disability solely because the language or form of language of the home is different from the language in which they are taught. Pupils with English as an additional language may need targeted language support, but EAL is not in itself SEND.

4. The needs supported by the school

The school may support pupils across the four broad areas of need in the SEND Code of Practice. These areas are used to structure assessment and planning, but the school recognises that pupils often have overlapping needs and that behaviour, attendance, anxiety or disengagement may communicate unmet need.

Area of need	Examples and inspection focus
Communication and interaction	Autism, speech and language needs, social communication differences, literal interpretation, sensory communication needs, selective or situational communication. Inspectors will expect strategies to be known and used by staff, not simply listed in a plan.
Cognition and learning	Specific learning difficulties, dyslexia, dyscalculia, dyspraxia, working memory needs, processing needs and gaps in prior learning. Provision should be matched to baseline assessment and reviewed for impact.
Social, emotional and mental health	Anxiety, EBSA, trauma histories, attachment needs, ADHD, emotional regulation needs, low mood, self-esteem and risk-related vulnerabilities. Provision should link safeguarding, behaviour, attendance, pastoral and therapeutic records.
Sensory and physical	Sensory processing differences, visual or hearing impairment, medical or physical needs, fatigue, mobility, access and environmental adaptations. Reasonable adjustments and risk assessments should be recorded and reviewed.

5. Principles of provision

- SEND is a whole-school responsibility. The SENCO coordinates provision, but teachers remain responsible and accountable for the progress, learning, safety and engagement of pupils they teach.
- Provision is personalised, but it must also be coherent. Classroom strategies, pastoral support, therapy input, safeguarding actions, behaviour plans and attendance plans must not operate in isolation.
- Pupil voice and parent/carer knowledge are used as evidence, not as optional additions.
- Reasonable adjustments are anticipatory where possible and are reviewed when needs, risks or barriers change.
- Interventions are purposeful, time-bound where appropriate and evaluated for impact.
- Records must show what has been agreed, who is responsible, what has changed and whether the pupil is benefiting.

6. Roles and accountability

Role	Responsibilities
Proprietor body/CEO	Ensures the school meets statutory and regulatory duties; receives assurance about SEND provision, safeguarding links, resources, staffing and risks; challenges leaders where evidence of impact is weak; ensures the policy is reviewed and implemented.
School Director/Headteacher	Holds overall responsibility for provision, pupil outcomes and implementation; ensures staff understand this policy; allocates staffing and resources; oversees admissions decisions, placement suitability, quality assurance and liaison with placing authorities.
SENCO	Leads day-to-day coordination of SEND provision; maintains the SEND register and pupil profiles; advises staff on the graduated approach and reasonable adjustments; coordinates professional advice; supports EHCP reviews; monitors provision quality and records; reports strengths, risks and next steps to leaders.
Teachers	Know pupils' needs and agreed strategies; plan adaptive teaching; use pupil profiles and EHCP information; assess progress; record concerns; review interventions with the SENCO; ensure pupils can access learning safely and meaningfully.
Teaching assistants and support staff	Use agreed strategies consistently; support independence as well as access; record relevant observations; escalate concerns promptly; contribute to review of progress, regulation, engagement and intervention impact.
Pastoral, safeguarding and therapeutic staff	Share relevant information lawfully and promptly; ensure provision reflects emotional, social, safeguarding, regulation and attendance needs; contribute to chronologies, plans and reviews where appropriate.
All staff	Apply this policy, safeguard pupils, make reasonable adjustments within their role, maintain confidentiality, record and report concerns, and contribute to a culture in which pupils with SEND are understood and supported.

7. Admission, placement suitability and induction

Before admission, leaders will review available evidence to decide whether the school can reasonably meet the pupil's needs safely and effectively. This may include the EHCP, annual review paperwork, professional reports, safeguarding information, attendance history, behaviour and risk records, previous education information, parent/carers views and pupil voice.

Where information is incomplete, leaders will record what is missing, what interim arrangements are needed and any limits on the admission decision. The school will not rely on aspiration alone; it must be able to describe the provision required and how it will be delivered.

On entry, the school will complete a baseline and induction process proportionate to the pupil's needs. This will normally include:

- review of the EHCP and professional advice;
- academic, communication, social, emotional, sensory, regulation and attendance baseline information;
- identification of known risks, triggers, protective factors and de-escalation strategies;
- initial pupil profile or learning support plan shared with relevant staff;
- early contact with parents/carers and, where relevant, the placing authority or external professionals;
- review of whether further assessment or professional advice is needed.

8. Identification and assessment

The school uses a graduated and evidence-led approach. A need may be identified through admission information, teacher assessment, progress data, observation, behaviour or regulation records, attendance patterns, safeguarding concerns, parent/carer concerns, pupil voice, professional reports or review of EHCP outcomes.

When a concern is raised, the SENCO and relevant staff will consider whether the concern indicates SEND, a gap in prior learning, emotional or safeguarding need, medical need, EAL need, environmental barriers, attendance barriers or a combination of factors. The response will be recorded.

Assessment may draw on:

- academic attainment and progress from starting points;
- reading, writing, communication, numeracy and functional skill information;
- attendance, punctuality, engagement and EBSA-related information;
- behaviour, regulation, restrictive intervention and incident analysis where relevant;
- sensory, communication and environmental observations;
- pupil and parent/carer views;
- advice from therapists, educational psychologists, health professionals, social care or local authority officers where available.

Stage	What must happen	Evidence expected
Assess	Identify strengths, needs, barriers, risks and starting points using school evidence, pupil/parent views and professional advice.	Baseline records, EHCP analysis, observations, assessment data, attendance/behaviour analysis, professional reports.
Plan	Agree outcomes, provision, reasonable adjustments, intervention, staff responsibilities, timescales and review measures.	Pupil profile, learning support plan, provision map, risk or regulation plan, EHCP outcome mapping, parent/pupil discussion notes.
Do	Teachers and support staff implement agreed approaches. SENCO and leaders support staff and monitor consistency.	Lesson visits, work scrutiny, intervention records, staff briefings, supervision notes, pastoral/therapy records where relevant.
Review	Evaluate impact and decide whether to continue, adapt, escalate or reduce support. Include pupil and parent views.	Review notes, progress data, updated plans, annual review records, leadership QA, evidence of changes made.

9. Graduated approach: assess, plan, do, review

The school follows the assess, plan, do, review cycle. The cycle is not a paper exercise. It must result in clear action, consistent implementation and review of whether support is improving access, engagement, progress, safety, wellbeing and preparation for adulthood.

For pupils with significant or complex needs, review should be frequent enough to respond to changing need. Termly review is the minimum expectation for individual plans, with more frequent review where risk, attendance, anxiety, safeguarding, regulation or placement stability requires it.

10. EHCPs, annual reviews and local authority liaison

For pupils with an Education, Health and Care Plan, the SENCO will ensure that the plan is reviewed and translated into day-to-day provision. The school will maintain a clear link between EHCP outcomes, agreed provision, pupil profiles, intervention records, curriculum planning and review evidence.

Annual reviews will be planned in line with statutory expectations and local authority processes. The school will seek views from the pupil, parents/carers, staff and relevant professionals. Reports will be evidence-based and will identify progress, barriers, changes in need, provision required, preparation for adulthood and any recommended amendments.

Where the school believes the EHCP no longer reflects the pupil's needs or provision required, leaders will raise this with the local authority and record the communication. Where provision specified in an EHCP cannot be delivered as planned, leaders will record the reason, interim

arrangements, communication with parents/carers and the placing authority, and the action being taken.

11. Adaptive teaching, curriculum and learning environment

High-quality teaching, adapted to individual need, is the first response to SEND. Teachers will use pupil profiles, EHCP information, assessment data and professional advice to plan learning that is ambitious, realistic, accessible and responsive to the pupil's starting point.

Adaptations may include:

- visual structure, predictable routines and preparation for transitions;
- reduced language load, chunked instructions, processing time and checked understanding;
- communication supports, assistive technology, overlays, enlarged text or alternative recording methods;
- sensory adjustments, movement breaks, regulation plans and low-arousal approaches;
- pre-teaching, overlearning, targeted literacy or numeracy intervention and scaffolded tasks;
- individualised timetables or gradual re-engagement plans where clinically, emotionally or educationally justified;
- curriculum pathways that support personal development, independence, communication, reading, functional skills and preparation for adulthood.

Adaptations must be purposeful and reviewed. The school should be able to show whether the adaptation helped the pupil to access learning, build independence, improve engagement or make progress.

12. SEMH, autism, anxiety, EBSA and trauma-informed support

Because the school is a specialist setting, SEND provision must include careful attention to emotional regulation, anxiety, trauma histories, autism-informed practice, communication differences, attendance barriers and relational safety.

For pupils with SEMH, autism, EBSA or trauma-related needs, staff will consider:

- what the behaviour, withdrawal, refusal, dysregulation or attendance pattern may communicate;
- known triggers, sensory factors, demand anxiety, social communication needs and protective factors;
- the relationship between safeguarding, mental health, behaviour, attendance and learning;
- whether reasonable adjustments, risk assessments, regulation plans or reintegration plans are required;
- how to support belonging, predictable routines, pupil agency, emotional literacy and safe relationships;
- how parents/carers, placing authorities and external professionals will be involved.

Behaviour support must not be separated from SEND analysis. Where incidents occur repeatedly, leaders should expect to see analysis of pattern, antecedent, function, staff response, environmental factors and provision changes.

13. Safeguarding, attendance and welfare links

SEND and safeguarding are closely linked. Pupils with SEND may be more vulnerable to abuse, exploitation, bullying, communication barriers, unmet health needs, absence, isolation or adult assumptions that concerns are simply part of the pupil's SEND profile.

Staff must follow the Safeguarding and Child Protection Policy and must report concerns to the DSL. The SENCO and DSL will share relevant information lawfully and appropriately so that plans reflect the full picture of need, risk and support.

Attendance concerns, including EBSA and part-time or reintegration arrangements, must be reviewed through both welfare and SEND lenses. Leaders should be able to evidence the rationale, parental and local authority communication, risk assessment, review dates and the intended route back to suitable full-time education unless a different arrangement is lawful and clearly justified.

14. Working with pupils, parents, carers and placing authorities

The school will involve pupils and parents/carers in identifying needs, planning support, reviewing progress and preparing for next steps. Communication should be clear, respectful and recorded. Where pupils find direct discussion difficult, staff will use appropriate communication methods to capture views.

Parents/carers will be informed when the school identifies that special educational provision is required or materially changed. For pupils placed or funded by a local authority, the school will maintain appropriate communication with the placing authority, especially where there are significant changes in attendance, risk, provision, placement stability, safeguarding, progress or EHCP delivery.

15. Transitions and preparation for adulthood

Transition planning will be proportionate to need and risk. This includes entry to the school, movement between classes or key stages, reintegration after absence, return from reduced or alternative arrangements, movement to another setting and preparation for adulthood.

For older pupils and those approaching key transition points, planning will consider education, employment or training pathways, independence, communication, relationships, health, community participation, personal safety and self-advocacy. The school will share relevant information with the next setting or provider in line with consent, safeguarding and data protection requirements.

16. English as an additional language

EAL is not itself SEND. The school will assess language acquisition and educational access carefully so that pupils are neither wrongly identified as having SEND nor denied SEND assessment where needs are present. Staff will use appropriate language support, visual scaffolds, modelling, vocabulary teaching, peer interaction and additional processing time where required.

17. Training and staff competence

Leaders will ensure that staff receive induction and ongoing training appropriate to the needs of the cohort. Training may include autism-informed practice, communication, SEMH, trauma-informed approaches, anxiety and EBSA, adaptive teaching, regulation, safeguarding vulnerabilities of pupils with SEND, assistive technology, literacy and numeracy intervention, and use of pupil profiles.

Training must be monitored for impact. Leaders should know whether staff are applying agreed strategies consistently and whether further coaching, supervision or quality assurance is required.

18. Records, confidentiality and information sharing

SEND records will be accurate, current, accessible to staff who need them and handled in line with data protection and safeguarding requirements. Records may include the SEND register, EHCPs, pupil profiles, provision maps, review notes, professional reports, intervention records, risk assessments, attendance and behaviour analysis, communication with parents/carers and placing authorities, and annual review paperwork.

Staff must record significant SEND-related decisions, concerns, provision changes and review outcomes. Informal knowledge about a pupil is not sufficient inspection evidence unless it is reflected in usable records and consistent practice.

19. Monitoring, evaluation and quality assurance

Leaders will evaluate the effectiveness of SEND provision through a planned quality assurance cycle. This will include both compliance checks and checks on impact.

Area monitored	Examples of evidence leaders should review
Implementation	Lesson visits, pupil profiles in use, staff briefings, staff interviews, consistency of agreed strategies, scrutiny of intervention delivery.
Progress and outcomes	Academic progress from starting points, EHCP outcome progress, reading and communication progress, engagement, independence, attendance and preparation for adulthood.
Welfare and safety	Safeguarding chronology links, behaviour and regulation analysis, bullying records, attendance patterns, risk assessments, restrictive practice or incident analysis where relevant.
Parent, pupil and authority communication	Review records, annual review paperwork, correspondence, pupil voice, parent/carers feedback, local authority communication.

Area monitored	Examples of evidence leaders should review
Leadership oversight	SEND reports to SLT/proprietor body, action plans, audit outcomes, training records, resource decisions, evidence that weaknesses are addressed.

The SENCO will report regularly to the Headteacher. The Headteacher will provide assurance to the Clinical & Operation Director and proprietor body on strengths, risks, compliance, resources, staffing and impact. Where monitoring identifies weak implementation or poor impact, leaders will agree corrective action, name the responsible person and set a review date.

20. Complaints and tribunal rights

Concerns about SEND provision should be raised with the class teacher or SENCO in the first instance where appropriate. Formal complaints will be managed under the school's Complaints Policy.

Parents/carers of disabled pupils may bring disability discrimination claims to the First-tier Tribunal (Special Educational Needs and Disability) where they believe the school has discriminated against their child in relation to education or associated services, exclusions or reasonable adjustments.

21. Publication and review

This policy will be available to staff and parents/carers and will be reviewed at least annually. The review will consider statutory and regulatory change, inspection findings, complaints, safeguarding themes, attendance and behaviour analysis, annual review findings, pupil progress, parent/carer feedback and the needs of the current cohort.

Appendix 1: Inspection evidence checklist

Leaders should be ready to evidence the following during inspection:

- current SEND register and pupil profiles;
- EHCP outcome mapping and annual review paperwork;
- baseline and ongoing assessment information;
- provision maps and intervention impact records;
- evidence that teachers know and implement agreed strategies;
- records linking SEND with safeguarding, behaviour, attendance and pastoral support where relevant;
- reasonable adjustment records and accessibility planning;
- pupil voice and parent/carer communication;
- professional advice and evidence of how it is implemented;
- SENCO reports, leadership QA, proprietor oversight and action tracking;
- training records and evidence that training has improved practice.

Appendix 2: Key reference sources

- DfE, Independent school standards guidance, April 2026.
- DfE and DHSC, SEND Code of Practice: 0 to 25 years, current GOV.UK publication page.
- DfE, Keeping children safe in education 2025.

- Independent Schools Inspectorate, Framework for the inspection of association independent schools, last updated September 2025.
- Independent Schools Inspectorate, Inspection Handbook, September 2025.