

The Online School UK



SEND Policy and Accessibility Plan 2026-2027

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Reviewed By	Gemma Wheelwright- Rhodes and Effie Haywood
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SEND Lead: Yasmin Robinson

1. Introduction

The Online School UK is committed to providing an inclusive, supportive, and flexible learning environment for all pupils. We recognise that every child is unique and that some may require additional support to reach their full potential.

As an online school catering for students from Key Stage 2 to Key Stage 4, we are dedicated to ensuring that pupils with Special Educational Needs and Disabilities (SEND) have equal access to a high-quality education, tailored to their individual needs.

This policy outlines our approach to identifying, assessing, and supporting students with SEND, in line with the **SEND Code of Practice (2015)** and the values of the school. Our school values are CARE (Compassion, Acceptance, Respect and Equality).

Definition of SEND

A pupil is identified as having Special Educational Needs and Disabilities if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age, or

- Have a disability which prevents or hinders them from making use of the educational facilities generally provided for others of the same age.

(SEND Code of Practice, 2015)

Legal and Statutory Framework

Listed are the frameworks that The Online School UK follow when supporting our learners.

- Children and Families Act 2014
 - SEND Code of Practice 2015
 - Equality Act 2010
 - The Special Educational Needs and Disability Regulations 2014
 - The Education Act 1996
 - Teacher Standards 2012
 - The current version of Keeping Children Safe in Education (KCSIE)
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2. Policy Aims

The Online School UK are committed to:

- Ensure all pupils, regardless of their needs or abilities, are fully included and supported within our online learning community.
 - Identify, respond and support SEND at the earliest opportunity. This includes monitoring pupil profile changes, updating our SEND register weekly, sharing information with the appropriate staff and providing resources to parents/carers.
 - Provide high-quality, differentiated teaching and targeted support to enable all pupils to make progress.
 - Work collaboratively with parents, carers, and external professionals to provide cohesive and holistic support.
 - Continuously review and evaluate SEND provision to ensure it remains effective and impactful.
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3. Objectives

To achieve these aims, The Online School UK will:

- Maintain an up-to-date **SEND Register**, reviewed weekly to reflect current student needs.
 - Ensure all staff receive regular training on SEND and inclusive practices for online teaching.
 - Foster a culture of understanding, patience, and encouragement that celebrates each learner's progress and individuality.
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4. Roles and Responsibilities

- **SEND Lead:**
Oversees all aspects of SEND provision, completes weekly reports, maintains the SEND Register, coordinates support, liaises with staff, parents, and external agencies, ensures statutory compliance, provides staff training and resources, keeps up to date with legislation and guidance, reviews EHCPs, sets and reviews targets for those who are LA (local authority) funded, writes supporting/observation letters for parents and completes external agency forms such as teacher views for diagnoses.
- **Teachers:**
Deliver high-quality, differentiated lessons and implement strategies identified in one page profiles or EHCPs. Monitor progress and communicate regularly with the SEND Lead regarding any emerging needs.
- **Happiness Managers and Happiness Manager Assistants:**
Provides pastoral and emotional support, promoting pupil wellbeing, keeps up to date on their students information and works closely with the SEND Lead to ensure emotional needs are met.
- **Mental Health Practitioner:**
Supports pupils experiencing mental health challenges and provides guidance to staff and families.
- **Safeguarding Lead:**
Works collaboratively to ensure all pupils are safe, supported, and fully included in school life. Relevant information is shared across the teams to ensure all have up to date information in the SEN channel on slack, weekly safeguarding logs are created for all new pupils joining The Online School under the SEND label and supports with information gathering for letters, forms, etc.

- **Parents and Carers:**

Actively engage with the school in supporting their child's learning journey, ensure information is up to date on their child's profile, provide relevant documentation regarding their child's SEND and participate in regular reviews of progress and support plans.

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5. SEND Provision at The Online School UK

The Online School UK provides a wide range of support to meet the needs of learners with SEND and to create an inclusive digital learning environment.

Learning and Classroom Adaptations

- Dyslexia-friendly lesson slides and resources
- Short, focused online lessons
- Built-in brain breaks to support attention and regulation
- Online interactive workbooks
- Recorded lessons available for review and reinforcement
- Adapted learning pathways, including differentiated classes such as penguin, tortoise, hare and dragon. These classes are dependent on enrollment numbers.
- Multiple ways to engage in lessons (e.g., polls, chat, microphone, visual aids)

- Optional extension tasks and homework for further challenge

Personalised Support and Interventions

- One page profiles which are accessible to teachers
- 1:1 tuition sessions where required. These can be booked at an additional cost unless required within their EHCP support
- Direct communication with teachers and the Happiness Manager via private messages
- Support from the SEND Lead and Safeguarding team
- Access to a Mental Health Practitioner in either 1:1 or small group sessions
- Assistance with applications for EHCPs or other external SEND services
- Evidence collection to support ongoing or new referrals
- EHCP targets reviewed half termly for those with local authority funding.

Parental and Student Support

- Resources and guidance for parents to support learning at home
- Regular updates on pupil progress and wellbeing
- Collaboration with families in reviewing and adapting support
- Letters of support written to be used as evidence in EHCP meetings, diagnosis assessments, etc.

Assessment and Examinations

- Online exam access and support
- Advice and guidance on exam access arrangements (e.g., extra time, reader, scribe, rest breaks)
- Coordination of evidence for formal assessment requests

6. Statutory Duties

Here at The Online School, we fall into different categories of support we can provide for those with EHCPs.

For pupils funded by an LA (Local Authority):

- Inspect/review EHCPs and provide specific accommodations.
- Create SMART targets based on their EHCP short term and long term targets.
- Use the 'Assess, Plan, Do and Review' strategy when supporting EHCP targets.
- Contribute and provide information for annual reviews.

For pupils privately funded by parents (EHE):

- Inspect EHCPs to become aware of support needed.
- Provide accommodations such as one page profiles, behaviour support, etc.
- Although we are not legally required to track, review or contribute to annual reviews for privately funded pupils; we do provide observation/supporting letters to be used in meetings.

7. Identification and Assessment of SEND

- Teachers and staff monitor pupil progress through lesson engagement, assessments, and communication.
 - Concerns regarding learning or progress are referred to the Year Lead or the SEND Lead.
 - The SEND Lead gathers information from staff, parents, and where appropriate, the pupil, to determine the level of need and appropriate intervention.
 - If required, a STEPs plan is created to support learning and behaviour.
 - The school supports families in seeking an **Education, Health and Care Plan (EHCP)** where necessary.
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8. Monitoring and Review

We recognise the importance of monitoring and reviewing to ensure correct support is given and it is given effectively. This also ties into the importance of safeguarding practices as well as effective collaboration across the school.

- The **SEND Register** is updated weekly to ensure accurate and current information.
- SEND provision is evaluated regularly to assess its effectiveness.
- Staff receive regular professional development and training on a wide range of SEND topics.

End of week report:

The SEND lead prepares weekly end-of-week reports which consist of;

- Additions, edits or removals from the SEND register.
 - What communications have happened throughout the week with parents and staff.
 - One-page profiles created.
 - STEP's plans created or reviewed.
 - EHCP applications.
 - Communications with external agencies.
 - Training and development.
 - DSL collaborations.
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9. Staff Training and Development

The Online School UK is committed to continuous staff development. All teaching and support staff receive training in:

- Understanding and supporting various SEND conditions (e.g., autism, dyslexia, ADHD, SEMH).
- Inclusive teaching practices for online and hybrid learning.
- Safeguarding, emotional wellbeing, and mental health awareness.
- Creating and maintaining accessible and inclusive learning resources.

10. Partnership with Parents/Carers and External Agencies

We recognise that strong partnerships with parents and carers are central to effective SEN support.

The Online School UK maintains open and proactive communication through:

- Regular communication
- Collaborative planning of targets and support strategies.
- Sharing of resources and strategies to use at home.

Where appropriate, we work with external professionals and agencies to ensure specialist advice and interventions are integrated effectively into a pupil's learning plan.

11. Evaluating the Effectiveness of SEND Provision and our Accessibility Plan

As shown in Section 5. Here at The Online School UK we have a wide range of SEND provisions to support our varying cohort of students. However, we understand and acknowledge needs and accessibility are forever changing and can be adapted.

The impact and effectiveness of SEND provision are reviewed annually by the SEND Lead and the Senior Leadership Team. Evaluation is informed by pupil progress and engagement data; feedback from pupils, parents/carers and staff; reviews of individual targets and support plans; the impact of staff training; and any accessibility concerns, complaints or requests for reasonable adjustments. Findings inform future planning, staff development and resource allocation.

Three-Year Accessibility Plan: September 2026 to August 2029:

This plan supports the school's duties and commitments under the Equality Act 2010 and is informed by the three accessibility planning aims in Schedule 10: increasing disabled pupils' participation in the curriculum; improving access to the learning environment; and improving the availability of accessible information. Because The Online School UK operates primarily online, "the learning environment" includes live teaching platforms, the school dashboard, digital resources, communication systems and any venue used for an in-person activity.

The plan is anticipatory: the school will consider barriers that current and future disabled pupils may experience and will make reasonable adjustments according to individual need. Accessibility will be considered alongside safeguarding, data protection, educational quality and the practical resources available to the school.

Priority and intended outcome	Actions	Timescale	Evidence of success
Accessible live lessons	Audit live lessons platforms and teaching practice. Trial and, where technically feasible, introduce live captions. Provide teachers with guidance on clear verbal explanations, reduced visual overload, readable contrast and more than one way to participate.	Year 1: audit and pilot Year 2: wider implementation Year 3: review and refine	Audit completed; guidance used consistently; increased pupil participation; fewer reported access barriers.
Recorded learning and lesson content	Develop a consistent approach to captions or transcripts for priority recorded content. Ensure key instructions and tasks are also available in written form and recordings can be paused, replayed and accessed after lessons.	Year 1: priority content identified Years 2–3: phased expansion	Priority recordings have captions or transcripts; pupils report improved access and independence.
Assistive technology compatibility	Test core platforms and resources with keyboard-only navigation, screen readers, browser zoom, speech-to-text and text-to-speech tools. Record barriers and work with providers or identify reasonable workarounds.	Year 1: baseline testing Year 2: priority improvements Year 3: retest	Testing log maintained; priority barriers resolved or mitigated; pupils can use agreed assistive tools.
Accessible communication with families	Offer key school information in alternative formats where reasonably requested, including accessible digital text, larger text, simplified language, audio or translated information where appropriate. Make the process for requesting adjustments clear.	Year 1: process published Years 2–3: monitor response	Families know how to request formats; requests and response times are logged; positive feedback increases.
Personalised access and participation	Use one-page profiles, EHCPs and pupil/parent voice to identify barriers and reasonable adjustments. Review options such as chat, polls, microphone, camera choice, reduced written load, rest breaks, flexible deadlines and recorded access.	Ongoing; reviewed at least termly or when need changes	Adjustments are recorded and used; reviews show improved engagement, wellbeing or access.
Staff accessibility	Provide annual training on	Annual training;	Training and induction

knowledge	disability equality, reasonable adjustments, accessible online teaching and resource design. Include accessibility expectations in induction for new teaching and support staff.	induction from Year 1	records complete; staff confidence and practice improve through feedback and sampling.
Accessible in-person activities	Before arranging any in-person event or external venue, assess physical, sensory, communication and medical access. Consult families where relevant and make reasonable adjustments or provide an accessible alternative.	For every in-person activity, Years 1–3	Accessibility is recorded in risk planning; identified adjustments are in place; disabled pupils are not excluded by avoidable barriers.
Pupil and parent voice, monitoring and review	Seek accessibility feedback at least annually and after significant platform changes. Maintain an action log and report progress to the Senior Leadership Team. Publish or make available the reviewed plan and replace it by September 2029.	Annual review each summer term Full renewal by September 2029	Annual review recorded; actions updated in response to evidence; next three-year plan approved on time.

12. Complaints Procedure

Parents who have concerns about SEN provision should first raise them with the Information Account or the message board.

If the issue remains unresolved, it may be escalated to the Headteacher in accordance with **The Online School UK's Complaints Policy**.

Information account	info@theonlineschoo.uk	Internally, via Slack.
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