



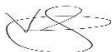





POLICY TITLE	SEND Policy
VERSION NUMBER	1.0
APPROVAL DATE	01/07/2024
EFFECTIVE DATE	01/07/2021
POLICY AUTHOR	Liz Rumsey
REVIEW DATE	01/07/2025
APPROVED BY	Vanessa Leach, Rob Hughes
STATUS	Revised
DISTRIBUTION	All company
REVIEW CYCLE	Annual

REVIEWS COMPLETED

NAME	ROLE	SIGNATURE	DATE
Vanessa Leach	Managing Director		01/07/2024
Rob Hughes	Head of Teaching & Learning		01/07/2024
Vanessa Leach	Managing Director		01/07/2023
Rob Hughes	Head of Teaching & Learning		01/07/2023
Vanessa Leach	Managing Director		01/07/2022
Rob Hughes	Head of Teaching & Learning		01/07/2022
Vanessa Leach	Managing Director		01/07/2021
Rob Hughes	Head of Teaching & Learning		01/07/2021

DETAILS OF POLICY UPDATES

DATE	DETAILS
------	---------

Contents

1	Introduction	3
2	Purpose and aims.....	4
3	Responsibility	4
3.1	The role of the SEND Lead	5
4	Related policies	5
5	Our commitment as company	5
5.1	How this is carried out in Tute.....	5
6	Annual Review	6

1 INTRODUCTION

The purpose of the policy is to ensure all staff are aware of what is meant by SEND and the role that each individual in Tute plays in supporting students with SEND.

The 2015 SEND Code of Practice states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he/she:

“Has a significantly greater difficulty in learning than the majority of others of the same age: or has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

Though there is a lot of overlap between the groups, children who have special educational needs do not necessarily have a disability; disabled children do not necessarily have special educational needs. The use of the terms SEN and SEND in this policy reflect this inter-relationship; each are utilised according to their relevance.

2 PURPOSE AND AIMS

All Tute staff and their customers.

To make this provision, this policy will have due regard to legislation, including, but not limited to:

- The Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2018.
- Social Services and Well-being (Wales) Act 2014
- The Equality Act 2010.
- The Mental Capacity Act 2005.
- Children’s Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- The 2020 SEND Code of Practice 0-25 (England).
- ALN/SEN reform 2020 (Wales)
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

3 RESPONSIBILITY

The SEND policy reinforces the need for teaching that is fully inclusive:

- to create an environment that meets the special educational needs of each student, enabling them to make progress to achieve their best, become a confident individual leading a fulfilling life and begin to acquire the skills needed for a successful transition to adulthood.
- to ensure that the special educational needs of students are identified and provided for effectively.

- to make clear the expectations, roles and responsibilities of all partners in the process.
- to enable all children to have access to high quality, rich and inclusive lessons.
- to ensure that our approach to planning and provision is person-centred.

3.1 The role of the send lead

In part, but not exclusively, the role is to:

- Ensure pupil achievement and progression through effective inclusion for all students.
- Act as the champion for students with SEND and inclusion needs
- Ensure that Tute is fulfilling its duties to students with SEND
- Keep up to date with current developments to assist teaching and learning of SEND students
- Maintain and develop high standards of teaching and learning, specifically for SEND students
- Ask questions and raise awareness relating to SEND
- Report on progress both internally and externally

4 RELATED POLICIES

- Keeping Children Safe in Education 2021 Part One
- Keeping Children Safe In Education Proposed Revisions
- Safeguarding and Child Protection Policy - September 2020

5 OUR COMMITMENT AS COMPANY

5.1 How this is carried out in tute

All Tute staff have a responsibility for students with SEND to ensure lessons are inclusive, with differentiation and personalisation to meet needs.

Staff are aware of students with SEND or have an Education, Health and Care Plan (EHCP).

In line with mainstream school Tute will follow a four-part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where additional SEN Support is required the teacher, SEND Lead and Head of Teaching and Learning will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes. Any organisation or individual who works with the pupil will be made aware of the plan.

Do: The Tute teacher is responsible for working with the pupil on a daily basis. The Send Lead will provide support, guidance and advice for the teacher.

Review: the teacher, SEND Lead and customer will review progress and impact of teaching on an agreed basis.

All staff are encouraged to attend courses and engage in training that help them to acquire the skills and expertise needed to help them overcome children's individual barriers to learning.

Teaching staff will be required to complete and pass an annual assessment to confirm knowledge of current practise and methods for teaching and learning.

6 ANNUAL REVIEW

The Send policy will be reviewed on an annual basis.