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03.09.2025	Changed language from ASD to autism
22.05.2025	Added safeguarding to Section 3

CONTENTS

CONTENTS	2
1 INTRODUCTION	4
2 Scope	4
3 DEFINITIONS OF SEND	5
4 Categories of need	5
4.1 Communication and interaction	5
4.2 Cognition and learning	5
4.3 Social, emotional, and mental health (SEMH)	6
4.4 Sensory and/or physical needs	6
5 Disability	6
6 IDENTIFICATION OF SEND	6
6.1 At the point of referral	6
6.2 Platform integration	7
6.3 In-provision identification	7
6.4 Graduated response	8
6.5 Dissemination of key SEND information	8
6.6 Ongoing updates and communication	8
6.7 Proactive identification of SEND indicators	9
7 PROVISION	10
7.1 Tiered support model	10
7.2 Curriculum access and adaptation:	10
7.3 Assistive technology and tools	10
Support signposting:	11
7.4 One-page profiles	12
7.5 Pastoral support	12
8 EHCP AND STATUTORY DUTIES	13
8.1 Supporting EHCP implementation	13
8.2 Annual review contributions	13

8.3	External agencies.....	13
8.4	Compliance and data sharing	13
9	ROLES AND RESPONSIBILITIES.....	14
9.1	Assistant headteacher of teaching and learning - Inclusion and SEND.....	14
9.2	SEND Coordinator	14
9.3	Student Support Associate (SSA)	15
9.4	Parent support associate (PSA)	15
10	INCLUSION AT TUTE	16
11	TRAUMA-INFORMED PRACTICE AT TUTE	16
12	STUDENT VOICE AND CO-PRODUCTION	17
12.1	Co-production in planning.....	17
12.2	Regular feedback	17
12.3	Influence on provision	17
13	QUALITY ASSURANCE, MONITORING, AND EVALUATION	18
13.1	Monitoring tools.....	18
13.2	Quality assurance processes.....	18
13.3	Responding to gaps	18
14	TRAINING AND DEVELOPMENT	19
15	COLLABORATION WITH PARTNERS, PARENTS AND CARERS.....	19
15.1	Communication with parents and carers	19
15.2	Collaboration with partners	19
15.3	Shared accountability	19
16	COMPLAINTS AND CONCERNS	20
16.1	Informal resolution.....	20
16.2	Formal complaints	20
16.3	Student concerns.....	20
17	GLOSSARY	20
18	STATUTORY AND REFERENCE LINKS.....	21
19	RELATED POLICIES	21
20	POLICY REVIEW.....	21

1 INTRODUCTION

Tute provides online education that is inclusive, personalised, and designed to remove barriers to learning. This SEND policy outlines our commitment to meeting the needs of students with special educational needs and disabilities (SEND), including those with Education, Health and Care Plans (EHCPs) and those receiving additional support without formal diagnosis.

This policy aligns with the following statutory and regulatory frameworks:

- Children and Families Act 2014
- Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015)
- Equality Act 2010
- SEND Regulations 2014
- The Education (Independent School Standards) Regulations 2014

It also reflects best practice from the Department for Education (DfE), Ofsted, and Online Education Accreditation Scheme (OEAS) standards. It should be read alongside the following Tute policies:

- Safeguarding Policy
- Curriculum Policy
- Anti-Bullying Policy
- Online Safety Policy
- Allegations and Whistleblowing Policy

2 Scope

This policy applies to:

- All students accessing Tute's provision with identified or suspected SEND
- All commissioned partners who enrol students with SEND or refer students for EHCP support
- All staff working at Tute, including teaching staff, SSAs, pastoral staff, SEND leads, and safeguarding personnel
- All SEND-related systems and processes used on the Tute platform (e.g. one-page profiles, EHCP flags, SSA notes)

It applies to both statutory and non-statutory support and includes:

- Students with EHCPs
- Students receiving SEND support without an EHCP
- Students with overlapping needs (e.g. SEMH, medical, attendance)
- Students whose SEND emerges during provision

3 DEFINITIONS OF SEND

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. This is defined in the SEND Code of Practice (2015) as:

“A significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.”

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age.

SEND may be short-term or long-term, and may or may not be accompanied by a formal diagnosis or EHCP. All students with SEND must receive provision that matches their needs and enables progression.

4 Categories of need

In line with the Code of Practice, Tute recognises four broad categories of SEND:

4.1 Communication and interaction

Includes students with speech, language and communication needs (SLCN) or autism. Needs may include:

- Difficulty understanding or using verbal and non-verbal communication
- Challenges in social interaction and reciprocal communication
- Literal interpretation of language or difficulty processing nuance

4.2 Cognition and learning

Covers a wide range of needs including:

- Moderate learning difficulties (MLD)
- Specific learning difficulties (SpLD) such as dyslexia, dyspraxia, dyscalculia, dysgraphia

- Global developmental delay or memory, sequencing, or processing issues

4.3 Social, emotional, and mental health (SEMH)

Encompasses a wide range of presentations including:

- Anxiety, depression, self-harm, and low mood
- Attachment difficulties, emotional dysregulation, trauma-related behaviour
- ADHD, sensory regulation issues, or risk-taking behaviour

4.4 Sensory and/or physical needs

Includes:

- Hearing impairment (HI), visual impairment (VI), multi-sensory impairment (MSI)
- Physical disability requiring access arrangements or adaptive equipment
- Chronic health conditions (e.g. epilepsy, diabetes) that impact engagement or stamina

5 Disability

Under the Equality Act 2010, a student may be considered disabled 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.”

Tute has a duty to make anticipatory and reasonable adjustments to ensure students are not disadvantaged. Students may be covered under both SEND and disability definitions. SEND support must

6 IDENTIFICATION OF SEND

6.1 At the point of referral

Partners are required to disclose known SEND as part of the enrolment process. This includes:

- SEND type (e.g. autism, ADHD, dyslexia)
- EHCP documentation and key outcomes
- One-page profiles or learning plans
- Known triggers, communication preferences, and successful strategies

Commented [RH1]: @Holle - we should talk about the platform more here. What are the SEND types in the platform? How does the platform show if a student has SEND?

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- Assistive technology or access arrangements (e.g. coloured overlays, font settings)

This information is uploaded to the Tute platform and made visible to relevant staff.

6.2 Platform integration

Students with SEND are flagged on the Tute platform using secure tags. This ensures:

- Teachers can prepare and adapt lesson content
- SSAs can access key background and intervention plans
- Inclusion and safeguarding staff can track patterns, risk, and trends

SEND types captured on the platform are:

- AUTISM
- Dyslexia
- Dyscalculia
- Dyspraxia
- SEMH
- Hearing impairment
- Moderate learning difficulty
- Multi-sensory impairment
- Physical disability
- Specific learning difficulty
- Speech language and communication
- Visual impairment
- Other (free response)

If required, additional information is provided by partners. A flag system highlights to the team in many areas of the platform if students have specific requirements or specific safeguarding requirements.

Profiles are maintained and updated by the Inclusion Team in collaboration with partners and, where appropriate, the student and parent/carer.

6.3 In-provision identification

Some students present with undiagnosed SEND during their time with Tute. Emerging concerns are identified through:

- Low engagement or attendance despite support

- Inconsistent academic progress
- Communication difficulties
- SSA reports and safeguarding referrals

If SEND is suspected, the following actions may occur:

- SSA-led observation and support planning
- Partner notification and request for external assessment
- Adaptation of provision based on need, pending confirmation

6.4 Graduated response

Stage	Process	Lead roles
Assess	Review data, student profile, EHCP documentation, and partner insights	SSA, teacher, SENDCO
Plan	Agree clear, time-bound outcomes; outline provision; engage with partners	SSA, SENDCO, Assistant Head SEND
Do	Deliver adaptations, support, and strategies during Tute provision	Teacher, SSA
Review	Monitor progress; log engagement and response; adjust support	SSA, teacher, partner

6.5 Dissemination of key SEND information

When an Education, Health and Care Plan (EHCP), Individual Education Plan (IEP), or similar bespoke plan is provided, it is securely uploaded to the platform, making it accessible to relevant staff.

Students with identified SEND are clearly flagged on our platform with a red indicator next to their name, ensuring that teachers are immediately aware and can adjust their approach accordingly.

Lesson resources and teaching strategies are adapted based on the specific needs and recommendations outlined in the student's support plans.

6.6 Ongoing updates and communication

Student profiles, notes and supporting information on the Tute platform is regularly reviewed and updated as new information, assessments, or intervention outcomes become available.

All relevant staff members are promptly notified of any changes to a student's SEND status, ensuring a cohesive and responsive approach to supporting their educational journey.

6.7 Proactive identification of SEND indicators

We recognise that some students may have undiagnosed SEND and are committed to early identification.

Our teaching and support staff are trained to recognise common indicators of SEND, including learning difficulties, neurodiverse traits, emotional and behavioural patterns, and communication challenges.

In this context, early identification may be informed by:

- Evidence obtained by regular teacher observation/assessment
- Comparisons against National Curriculum expectations
- Pupil progress information
- Records from previous settings/schools
- Information from parents/carers/support staff
- Standardised screening or assessment tools
- Information from external agencies.

Students may also be identified as needing additional support or intervention if they are:

- Not making anticipated progress
- Working below age related expectations
- Not on track for end of key stage targets that have been provided by a partner
- Demonstrating increased social or emotional needs that are impacting on learning.

Concerns regarding a student's potential SEND needs are referred to the SEND Co-ordinator for further assessment and, where necessary, liaison with partner organisations and external agencies.

In collaboration with partners, Tute will:

- Provide adapted and appropriate curriculums
- Support teachers to identify the support needed within the lesson
- Ensure regular feedback on pupil progress through ongoing observations and assessments
- Support in providing student with appropriate suggestions for progress and learning experiences enable pupils to meet these targets
- Support parents/carers to support their child's learning approach (if appropriate).

7 PROVISION

7.1 Tiered support model

Tute delivers a tiered model of provision that ensures students receive appropriate and proportionate support based on need and complexity. This model aligns with national expectations (Code of Practice, 6.44–6.56) and OEAS standards for accessibility and curriculum adaptation.

Level	Description	Examples
Universal	High-quality adaptive teaching for all students	Scaffolded resources, structured slide formats, recap prompts, visual aids, reading tools
Targeted	Time-limited or ongoing intervention to meet emerging or moderate needs	SSA mentoring, additional check-ins, regulated small group support
Specialised	Provision in line with EHCP outcomes or significant long-term need	Personalised engagement plans, 1:1 support, external agency liaison

7.2 Curriculum access and adaptation:

All teaching staff are required to implement adaptive teaching. This includes:

- Presenting instructions clearly and chunking tasks
- Offering multiple means of representation (e.g. visual, verbal, written)
- Reducing cognitive load by minimising screen clutter
- Using inclusive and representative curriculum content
- Presenting instructions clearly using literal rather than figurative language
- Planning for processing time, reduced writing demands, and emotional regulation

7.3 Assistive technology and tools

Tute's platform and lesson environment support a range of digital accessibility tools, and we will work with partners to support on further aspects of assistive technology. These include:

- Immersive Reader
- Closed captions for video content
- Dyslexia-friendly fonts
- Adjustable background contrast

- Text-to-speech functions
- Audio instructions or screen readers
- Keyboard navigation support

Support signposting:

- Windows edge browser – Read aloud: Uses natural voices (e.g., Maisie and Thomas for primary learners) to read text aloud at adjustable speeds, helping students follow along visually.
- Immersive reader (book icon with speaker): Adjusts background, text size, spacing, dyslexia-friendly fonts, and colours. Includes line focus mode, highlighting three lines at a time to aid concentration.
- Microsoft word – Speech-to-Text: Dictation tool that transcribes spoken words into text. The transcribe function can separate speech from multiple speakers, supporting students with auditory processing challenges.
- Windows accessibility settings: Customisable features, including live captions, text size adjustments, mouse pointer enhancements (with specific colour-blindness filters), and interactive vision settings.
- AbilityNet's 'My Computer, My Way': Provides step-by-step guidance on adapting digital devices based on a student's individual needs, using auto-detection for accessibility recommendations.
- My Study Bar (USB-based software): Offers sticky notes, mind mapping tools, organisational supports, talking word processors, and a typing tutor with visual stress reduction features.

Tute will continue to evaluate emerging technologies and make reasonable adjustments to ensure all students, regardless of their SEND status, have equitable access to education and the support necessary for success.

Where appropriate, Tute will liaise with partners to ensure students receive additional specialist support, including referrals for assistive technology assessments, therapeutic interventions, and alternative learning pathways.

7.4 One-page profiles

We encourage all students to complete their one-page profile, visible to staff supporting the child through the Tute platform. These profiles are co-produced, where possible, and should be updated regularly.

One-page profiles include:

- Preferred name
- Age
- Year group
- What people like about me?
- What is important to me?
- How best to support you?
- What are your favourite subjects?
- What are your least favourite subjects?
- What are your hobbies?
- What are your career aspirations
- Anything else you want to tell us about yourself?

7.5 Pastoral support

Students will have access to our Student Hub, which is a dedicated online space designed to provide students with a centralised resource for learning, support, and engagement. Students can access resources, wellbeing support, and communication tools to enhance their educational experience. Additionally, our SSA can provide targeted interventions and personalised guidance for students on an individual basis.

SSAs provide mentoring support tailored to the student's needs. For students with SEND, this may include:

- Weekly structured check-ins
- Executive function coaching
- Emotion regulation prompts
- Preparation for assessments or transitions
- Escalation of concerns where provision is not having impact

Reasonable adjustments will be made in line with EHCP (Education, Health and Care Plan) recommendations and legal requirements, ensuring equitable access to education for all students.

8 EHCP AND STATUTORY DUTIES

Tute recognises its legal duty to contribute to the support and monitoring of students with EHCPs. Although not the named institution on most EHCPs, Tute plays a key role in delivering provision and evidencing outcomes.

8.1 Supporting EHCP implementation

Tute ensures that:

- All staff working with a student understand the EHCP outcomes and support arrangements
- Provision is recorded and adapted in line with EHCP content
- The impact of provision is reviewed regularly

8.2 Annual review contributions

Tute contributes to annual reviews of EHCPs by:

- Providing written reports detailing attendance, engagement, academic progress, and any emerging concerns
- Offering SSA and teacher commentary where requested
- Supplying updated one-page profiles and examples of strategies used
- Participating in review meetings where required

8.3 External agencies

Where an EHCP identifies provision involving external therapists, health services, or advisory teachers, Tute will:

- Collaborate with external professionals (via partner liaison)
- Make reasonable adjustments to enable access to therapeutic goals during lessons or mentoring
- Ensure SSA and teaching staff understand their role in multidisciplinary support

8.4 Compliance and data sharing

All EHCP-related communication is logged securely on the platform. Tute ensures compliance with:

- GDPR and the Data Protection Act 2018
- The SEND Regulations 2014 regarding cooperation with responsible LAs
- KCSIE requirements where safeguarding overlaps with EHCP vulnerabilities

9 ROLES AND RESPONSIBILITIES

9.1 Assistant headteacher of teaching and learning - Inclusion and SEND

The Assistant Head - Inclusion and SEND is responsible for strategic oversight and ensuring the effective implementation of this policy and the provision of high-quality teaching and support for SEND students. Their responsibilities include:

- **Coordination:** Overseeing the support provided to our SEND students.
- **Liaison:** Acting as a point of contact for partners, parents/carers, staff, and external agencies regarding SEND matters.
- **Training:** Organising and providing training for staff to enhance their understanding and skills in supporting SEND students.
- **EHCP/IEP/BLP development:** When such documents are provided from our partners, regularly reviewing the Educational Health Care Plans (EHCPs), Individual Education Plans (IEPs), Behaviour for Learning plans (BFLs) in collaboration with the pupil, partners, teachers, parents/carers, and external professionals.
- **Monitoring and evaluation:** Monitoring the progress of SEND students and evaluating the effectiveness of our teaching and support strategies.
- **Compliance:** Ensuring that Tute's SEND provision complies with all relevant legal and statutory requirements.

9.2 SEND Coordinator

Supports students through comprehensive data analysis providing actionable insights. Their work ensures that students receive targeted support, promoting academic progress and personal development:

- **Data collection and management:** Gather and maintain accurate records of student progress, engagement, and attainment. Ensure data integrity and consistency across various platforms.
- **Analysis and interpretation:** Analyse trends in student performance to identify learning gaps and barriers. Use data to evaluate the effectiveness of interventions and adjust strategies accordingly.
- **Personalised support planning:** Inform and develop tailored interventions based on individual student needs. Collaborate with educators to implement data-driven support strategies. Ensure students receive appropriate resources and accommodations.

- **Collaboration and communication:** Work closely with teachers, parents, and external professionals to share insights from data analysis. Provide reports and recommendations to leadership teams to inform decision-making.
- **Continuous improvement and impact measurement:** Regularly review data to assess the impact of SEND provisions. Identify areas for improvement in student support and teaching strategies. Contribute to the development of policies and best practices based on evidence.

9.3 Student Support Associate (SSA)

Deliver targeted interventions, track engagement, and escalate concerns. Support students pastorally and academically. Their responsibilities encompass academic, emotional, and pastoral support, working in close collaboration with teachers, pastoral teams, and external agencies:

- **Differentiated support:** Assisting in the implementation of EHCPs, IEPs, and any other educational plans, ensuring that recommended strategies and interventions are integrated into teaching.
- **Monitoring engagement:** Tracking student participation and identifying any barriers to learning, providing feedback to teachers and the SEND Co-ordinator where necessary.
- **Pastoral care:** Offering emotional support to students who may experience anxiety, low confidence, or difficulty engaging with online learning.
- **Liaising with teaching staff:** Providing insight into students' progress, learning needs, and any emerging concerns that may require additional support.
- **Tracking progress and intervention impact:** Keeping records of student engagement, intervention effectiveness, and any additional support required.

9.4 Parent support associate (PSA)

Builds family relationships, provides updates, signposts services, and supports parental engagement.

- **Communication:** Facilitating regular check-ins and responding to parental queries, offering reassurance and guidance as needed.
- **Guidance on SEND:** Supporting parents in understanding SEND processes, including EHCPs, IEPs, interventions, and reasonable adjustments available for their child.
- **Signposting:** Signposting parents/carers to relevant services, external agencies, and online resources that can provide additional support, including assistive technology, specialist interventions, and mental health support.

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- **Home learning strategies:** Offering practical strategies to help parents support their child's learning and wellbeing at home, including recommendations for study routines, self-regulation techniques, and organisational tools.
- **Clear reporting:** Providing clear, accessible reports on student progress and discussing next steps for intervention or additional support where necessary.
- **Building trust with families:** Building a trusting and consistent relationship with families, offering empathetic and non-judgmental support to address any concerns or challenges they may face.

10 INCLUSION AT TUTE

Incorporating inclusive practices in our teaching and learning at Tute ensures that all students, regardless of their backgrounds, abilities, or learning styles, have equal opportunities to succeed. By adhering to these principles and actions, we can create a truly inclusive environment that recognises and embraces diversity, providing accessible and flexible learning experiences to all.

Please see our [Inclusion Framework](#) for more information.

11 TRAUMA-INFORMED PRACTICE AT TUTE

Through trauma-informed, we are committed to fostering an educational environment that prioritises safety, trust, empowerment, and emotional well-being, ensuring that all students receive the support they need to thrive:

- All members of the Inclusion Team are trained as Trauma-Informed coaches through The Centre for Healing, equipping them with advanced skills to provide compassionate and effective support to students affected by trauma.
- Every member of our teaching staff has undergone specialist training in trauma-informed practices, ensuring they understand how trauma can impact learning, behaviour, and emotional regulation.
- Our tutors are trained to identify and respond to Adverse Childhood Experiences (ACEs)—such as abuse, neglect, or family difficulties—that may hinder a student's ability to focus, engage, or progress academically.
- Staff are equipped to recognise signs of trauma, such as heightened anxiety, withdrawal, hypervigilance, or difficulty with trust and relationships, ensuring that these students receive the appropriate support.

- Our tutors implement trauma-sensitive teaching strategies, including emotional regulation techniques, mindfulness practices, and flexible learning approaches, to help students feel more in control of their emotions and learning.
- We tailor support plans to address each student's unique needs, providing reasonable adjustments, personalised interventions, and targeted pastoral care to facilitate their academic and emotional recovery.

12 STUDENT VOICE AND CO-PRODUCTION

Students are not passive recipients of SEND support. Tute is committed to involving students in shaping their own provision.

12.1 Co-production in planning

Students contribute to the development of their one-page profiles through:

- SSA-led profile interviews
- Lesson feedback and preference sharing
- Identifying what helps or hinders their engagement

Where students are non-verbal or unable to self-advocate, SSA and family insight is used to ensure a person-centred approach.

12.2 Regular feedback

Student views are gathered via:

- Open feedback options via the Student Hub
- Student voice surveys issued half-termly
- Mentoring conversations logged on the platform
- Individual feedback prompts at review points

12.3 Influence on provision

Feedback from students is used to:

- Inform CPD priorities for staff
- Adapt lesson delivery (e.g. pace, breakout structure)
- Adjust SSA support type and frequency
- Identify when to escalate to partners for reassessment

13 QUALITY ASSURANCE, MONITORING, AND EVALUATION

Tute's SEND provision is subject to continuous monitoring and evaluation to ensure it remains effective, evidence-based, and compliant.

13.1 Monitoring tools

Tute's SEND provision is subject to ongoing review to ensure it remains responsive, evidence-informed, and aligned with evolving learner needs. Key approaches include:

- **Data-driven oversight:** Monthly collation and analysis of SEND-type data enables us to identify patterns, emerging trends, and shifts in cohort profiles. This informs the strategic prioritisation of training and resource deployment, ensuring a responsive approach.
- **Targeted monitoring based on need and commissioning requirements:** Where specific pupils are highlighted by partners, we implement personal tracking and feedback. This allows focused oversight without unnecessary over-monitoring, maintaining proportionality and relevance.
- **Collaborative feedback loops with teaching staff:** Feedback is gathered from teaching staff in response to external requests or identified needs, providing insight into the effectiveness of provision from the frontline. These insights contribute to iterative improvements and service-level understanding of SEND effectiveness.
- **Commissioner-aligned practice:** Tute's SEND monitoring is aligned to the expectations and requirements of referring schools and local authorities. This enables precision in practice and ensures accountability is directed where it is most needed.

13.2 Quality assurance processes

- Lesson observations once per term (teaching effectiveness: adaptability)
- CPD impact evaluation (e.g. follow-up on adaptive teaching training, huddles, drop-ins)
- Monthly SEND report to SLT and wider team
- Live observations and SSA support evaluations when required

13.3 Responding to gaps

Where weaknesses are identified (e.g. lack of adaptation, low progress), actions may include:

- Targeted CPD
- Partner escalation
- One-page profile revision

- Platform feature updates
- Formal referral for further assessment (via partner)

14 TRAINING AND DEVELOPMENT

Regular training on SEND issues and strategies will be provided to all staff.

Opportunities for ongoing professional development in SEND are available, and we actively encourage staff to enhance their knowledge and practices.

SEND Teams channel: A dedicated channel for all staff with updates, training opportunities and best practice examples.

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15 COLLABORATION WITH PARTNERS, PARENTS AND CARERS

Parents and commissioning partners are integral to successful SEND support. Tute adopts a transparent, proactive approach to communication.

15.1 Communication with parents and carers

- The Parent Support Associate (PSA) provides a direct line of contact for SEND-related queries
- Parents can request updates, raise concerns, or contribute to student profiles
- Where appropriate, SSA mentors communicate with families about progress and support needs
- Termly parent bulletins include SEND-specific updates

15.2 Collaboration with partners

- Inclusion Team members attend EHCP or progress reviews upon request
- Partners are notified of emerging concerns and invited to contribute to updated support planning
- All progress data and profile updates are visible on the platform for partners with access
- Regular updates are provided for students with high levels of need or risk

15.3 Shared accountability

Tute expects partners to:

- Provide timely and complete documentation

- Respond to requests for review meetings
- Share relevant safeguarding or medical updates that may impact SEND provision
Tute staff reciprocate by maintaining accurate records and open communication.

16 COMPLAINTS AND CONCERNS

Tute encourages any concerns relating to SEND provision to be raised promptly and professionally. This allows resolution before escalation is needed.

16.1 Informal resolution

- Parents and partners are encouraged to contact Tute to resolve concerns informally

16.2 Formal complaints

- A formal complaint can be submitted following Tute's Complaints Policy
- Complaints regarding statutory SEND provision will be escalated to the Assistant Head – Inclusion and SEND
- Tute will cooperate with external investigations, including Local Authority processes

16.3 Student concerns

Students may raise concerns through:

- Anonymous feedback forms
- Contacting Tute's safeguarding or inclusion teams
- SSA mentoring sessions
- Their parents or carer
- Commissioning body

17 GLOSSARY

Term	Definition
SEND	Special educational needs and disabilities
EHCP	Education, Health and Care Plan
SSA	Student Support Associate
SENDSCO	Special Educational Needs and Disabilities Coordinator

PSA	Parent Support Associate
Graduated response	A cycle of assess, plan, do, review used to support students with SEND
SpLD	Specific learning difficulty (e.g. dyslexia, dyspraxia)
SEMH	Social, emotional and mental health
KCSIE	Keeping Children Safe in Education

18 STATUTORY AND REFERENCE LINKS

- [SEND Code of Practice \(2015\)](#)
- [Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [KCSIE 2024](#)

19 RELATED POLICIES

- Safeguarding Policy
- Inclusion Framework
- Anti-bullying policy
- CPD policy
- Complaints policy
- Attendance policy
- Communication policy
- Curriculum policy

20 POLICY REVIEW

This policy is reviewed annually, or earlier in response to changes in legislation, guidance, or significant operational developments. Reviews are led by the Assistant Head of Teaching and Learning (Inclusion) and the SEND Coordinator.