

SEND Policy

Version 1.2

1. Introduction

Learn With Confidence (LwC) is committed to providing an inclusive, nurturing, and safe learning environment for all students, with particular emphasis on those with Special Educational Needs and Disabilities (SEND). The provision aims to re-engage students who struggle in traditional school settings by offering a flexible and supportive approach to learning.

This policy aligns with the West Sussex County Council, East Sussex County Council, and Brighton & Hove Inclusion, Equality, and Diversity statements and strategies, which emphasize the need for a high-quality, inclusive education for all learners. The policy is also based on relevant legislation and statutory guidance, including:

- **SEND Code of Practice (2014)**
- **Children and Families Act (2014)**
- **SEND Regulations (2014)**
- **Children's Act (1989 and 2004)**
- **Equality Act (2010)**
- **Education Act (2011)**
- **Mental Capacity Act (2005)**
- **General Data Protection Regulation (GDPR) 2018**
- **Safeguarding Policy**
- **Equality, Diversity and Inclusion Policy**
- **Learning with LwC**

The policy aims to ensure that all students with SEND receive the support, adjustments, and opportunities they need to succeed, in line with LwC's core values of collaboration, autonomy, and student-centred learning.

2. Aims of the SEND Policy

LwC seeks to:

1. **Provide a flexible, inclusive learning environment** that meets the individual needs of students with SEND.
2. **Ensure all students with SEND can access a broad and balanced curriculum**, with appropriate adaptations and support.
3. **Promote a positive learning experience** that builds students' confidence and encourages a love of learning.
4. **Collaborate with families, carers, and external professionals** to create personalised learning plans.
5. **Empower students and their families** to make informed decisions about their learning journey.
6. **Prepare students for future educational opportunities, employment, or a return to mainstream education.**

3. Legal Framework

This policy is informed by key legislation and statutory guidance:

- **SEND Code of Practice (2014)**: Sets out the statutory duties for supporting students with SEND.
- **Children and Families Act (2014)**: Establishes the framework for SEND provision and the rights of children and families.
- **SEND Regulations (2014)**: Provides detailed requirements for the identification and support of SEND.
- **Children's Act (1989 and 2004)**: Emphasizes the welfare of children and the need for multi-agency collaboration.
- **Equality Act (2010)**: Protects against discrimination and ensures reasonable adjustments are made for those with disabilities.
- **Education Act (2011)**: Ensures access to high-quality education for all students.
- **Mental Capacity Act (2005)**: Provides a framework for supporting students in decision-making.
- **GDPR 2018**: Ensures that personal data is handled appropriately, with respect for students' privacy.
- **Local Authority Equality, Diversity and Inclusion Statements and Strategies.**

4. Identification and Assessment of SEND

LwC is committed to the early identification and assessment of students with SEND. We will:

- Work with students, families, and external professionals to gather relevant information on the student's learning history and current needs.
- Use a graduated approach to continuously evaluate and adapt the support provided to students.

Types of Needs Supported at LwC:

- **Communication and Interaction**: Including speech, language, and communication needs, as well as Autism Spectrum Condition (ASC).
- **Cognition and Learning**: Including dyslexia, dyscalculia, and moderate learning difficulties.
- **Social, Emotional, and Mental Health (SEMH)**: Including anxiety, depression, and other emotional difficulties.
- **Sensory and/or Physical Needs**: Including visual and hearing impairments, and physical disabilities.

5. Personalised Learning and Support Plans

LwC will develop **Personalised Learning Plans (PLPs)** for each student with SEND, which will:

- Be co-produced with students, parents/carers, and relevant professionals.
- Set out individual learning goals and the support required to achieve these.
- Include reasonable adjustments to the learning environment, teaching methods, and resources.
- Be reviewed regularly to evaluate progress and adjust support as necessary.

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6. Working with Families and Carers

We recognise the vital role of families and carers in supporting children with SEND. LwC will:

- Maintain open communication with families to involve them in decision-making processes.
- Provide information and guidance to families about available support and resources.
- Offer opportunities for families to participate in planning meetings, reviews, and assessments.
- Respect the rights of students and families under the Children's Act (1989 and 2004) to be involved in the planning and implementation of support.

7. Multi-Agency Collaboration

LwC will, when required, work in partnership with external agencies and professionals, such as:

- Educational psychologists
- Speech and language therapists
- Occupational therapists
- Child and Adolescent Mental Health Services (CAMHS)
- Local Authority SEND services

We aim to ensure a holistic approach to supporting students with SEND, in line with the principles of Working Together to Safeguard Children (2018).

8. Supporting Transitions

LwC is committed to facilitating smooth transitions for students with SEND when:

- Starting at LwC: We will provide trial sessions and an induction programme to help students settle in.
- Moving between key stages: We will review PLPs and adjust support as students progress through their education.
- Preparing for further education, employment, or a return to mainstream education: We will work with families, the local authority, and other relevant agencies to develop a transition plan that supports the student's next steps.

9. Promoting Equality and Combating Discrimination

LwC adheres to the principles of the Equality Act 2010 and is committed to:

- Eliminating discrimination, harassment, and victimisation.
- Advancing equality of opportunity by providing the necessary adjustments to ensure that students with SEND have equal access to learning opportunities.
- Fostering an inclusive environment where all students feel valued and supported.

10. Training and Professional Development

All LwC staff will receive ongoing training and professional development in the following areas:

- Understanding and supporting SEND in line with the SEND Code of Practice (2014).
- Safeguarding training, including recognising and responding to the additional vulnerabilities of students with SEND.
- Offer Specialist training for staff working with specific needs (e.g., autism, SEMH, dyslexia).

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11. Data Protection and Confidentiality

In line with the GDPR 2018, LwC will ensure that:

- Personal data related to SEND is handled securely and only shared with relevant parties.
- Consent is obtained where necessary, and students' privacy is respected.
- Parents and carers are informed about the use of their child's data in accordance with the Data Protection Policy.

12. Monitoring and Review of the SEND Policy

This SEND policy will be reviewed annually to ensure it remains up to date with current legislation and best practices. Changes to the policy will be communicated to all staff, students, and families.

Version Control			
Version No.	Date	Author	Notes
1.0	7 th October 2024	K Perry	Initial Draft
1.1	September 2 2025	KP	Reviewed
1.2	5.9.26	KP	