

## SEND Policy

### 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:

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- **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 (SEMHD)**: 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 <sup>th</sup> October 2024	K Perry	Initial Draft
1.1	September 2 2025	KP	