

# **Special Educational Needs and Disabilities (SEND) Policy**

Policy owner (Name):	Mrs Viv Durham
Policy owner (Job Title):	Director
Governing body oversight:	Policy Review Tutor Doctor Essex
Date of approval:	June 2021
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Date of next review:	August 2026

## **Principle**

The Tutor Doctor vision is underpinned by belief in the power of aspiration, knowledge, and kindness for all our students. According to The Children and Families Act (2014), a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them (Section 20). Special educational provision is provision that is additional to or different from that which would normally be provided for children or young people of the same age in a mainstream education setting (Section 21). This policy needs to be read in conjunction with the Single Equality Scheme and the policy on medication.

At Tutor Doctor Essex, we operate a 'Whole School' approach to SEND students. We believe that:

- All tutors are teachers of students with SEND
- Students with SEND deserve an enhanced level of resource to meet their needs.
- All students have the right to a broad and balanced curriculum, which is relevant, and which demonstrates progress and coherence.
- All students have the capacity to learn and make progress.

## **The Purposes of the Special Educational Needs and Disabilities policy is to ensure that:**

1. There are clear systems to identify SEND students and to communicate their needs to staff.
2. All SEND students have access to the full range of the curriculum available.
3. All SEND students experience success academically and socially according to their potential.
4. All SEND students feel safe, confident, and positive.
5. All SEND students have opportunities to express their opinions and have their opinions considered in any matter affecting them.
6. All SEND students can make informed choices about their future.
7. All parents/carers of SEND students are fully involved in the assessment, planning, and monitoring of provision for their child.
8. All staff have access to support in dealing with Special Educational Needs and Disabilities and in developing effective teaching strategies to meet all student needs.
9. All students are encouraged to develop an awareness of and respect for, individual differences.

## **Accordingly, Tutor Doctor Essex will:**

1. Adhere to the guidance provided in the SEND Code of Practice (2014), the statutory requirements of the Equality Act (2010) in relation to disabilities and Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
2. Be pro-active in the prompt identification of Special Educational Needs and Disabilities via:
  - a) Teacher or parental observation and feedback and/or
  - b) Test results.
  - c) Student self-referral.
  - d) Information from other agencies e.g., Local authorities.

## **Tutor Doctor Essex**

3. Adopt a staged approach for identifying and meeting Special Educational Needs and Disabilities, in line with the Code of Practice (2014), structured according to the needs of the individual student.
4. Communicate the needs of SEND students to all tutors working directly with a student by maintaining an up-to-date central Additional Needs Register.
5. Offer a curriculum which provides opportunities for success at all levels, promoting enjoyment and achievement.
6. Provide All SEND students with suitable guidance on post-14, post-16, and post-18 progression routes.
7. Ensure the needs of SEND students are met through high quality inclusive teaching.
8. Require all staff to be aware of the differing needs of SEND students and provide suitable training to meet their needs.
9. Provide enhanced staffing and additional tutor support within available resources for SEND, targeting priority areas.

### **Evaluation**

Tutor Doctor Essex will consider the following indicators when evaluating the implementation of the Special Needs and Disabilities Policy:

1. The number of students on the Additional Needs Register including analysis of additions and discontinuations.
2. The progress made by students as revealed by assessment data tracking Termly.
3. Attendance, behavior, and exclusion data for SEND students.
4. Attitude to Learning data for SEND students.
5. The impact of programs of intervention
6. Feedback from Tutors and other key staff as to the social and personal development of students.
7. Feedback from students and their parents/carers on the impact of the support they have received.
8. Annual review of policy by Directors

### **Contact details of support services for parents of pupils with SEN**

SEND Information, Advice and Support Service: Help for parent/carers, or a child or young person who needs information, advice and support about special educational needs and disability issues. Offering impartial and confidential support over the telephone or in person around educational issues.

Essex

Helpline: 0333 013 8913.

Email: [send.iass@essex.gov.uk](mailto:send.iass@essex.gov.uk)

- ISEssex Independent Supporters provide advice and support through the statutory assessment and education and health care plan (EHC Plan) processes to young people with special educational needs and disability, and the parents of children with SEND.
- Families InFocus (Essex) is an independent, parent-led charity providing a range of support to families of children with disabilities and special needs across Essex.
- Global Mediation offers independent SEN mediation service for disagreements between parents and the local authority or school. Call Global on 0800 064 4488 or email: [sen@globalmediation.co.uk](mailto:sen@globalmediation.co.uk)