

Aims and Objectives

This policy accepts the definition of Special Education Needs and Disability (SEND) as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014. Winchmore Tutors (WT) will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities. Where WT has determined that a child has SEND, those needs will be made known to all who are likely to provide tuition for them.

All staff and tutors at WT are aware of the importance of identifying and providing for children who have SEND.

Statutory and Legal Framework

This policy is informed by:

- SEND Code of Practice (2015)
- Children and Families Act 2014
- Equality Act 2010, including the duty to make reasonable adjustments
- Keeping Children Safe in Education (KCSIE)
- Alternative Provision Statutory Guidance
- Working Together to Safeguard Children
- Health and Safety at Work Act 1974
- Data Protection Act 2018 and UK GDPR
- Winchmore Tutors Child Protection and Safeguarding Policies
- Winchmore Tutors Online Safety Policy
- Winchmore Tutors Lone Working Policy
- Winchmore Tutors Managing Allegations Against Staff Policy

Winchmore Tutors recognises that safeguarding and educational inclusion are closely linked and that children with SEND may face additional safeguarding vulnerabilities and barriers to disclosure.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which requires special educational provision to be made for them.

- Children have a learning difficulty if they:
- Have significantly greater difficulty in learning than the majority of children the same age
- Have a disability* which prevents or hinders them from making use of educational facilities
- provided by the local authority
- Have an emotional/ behavioural difficulty which impacts on their learning,

* A person has a disability if he/she has a physical or mental impairment which has a substantial and long term adverse effect in his/her ability to carry out normal day to day activities (Disability Discrimination Act, 1995)

Scope of Policy

This policy applies to:

- All children and young people with SEND (with or without EHCPs)
- Learners with SEMH needs or neurodivergence
- All staff, tutors and leaders

It applies across:

- Community-based tuition
- Home tuition
- Online tuition

Understanding SEND in Alternative Provision

We recognise that:

- SEND in AP often overlaps with:
 - SEMH needs
 - Trauma and adverse childhood experiences
 - Disengagement from education
- Behaviour may be a presentation of unmet need, not simply misconduct

Provision is therefore:

- Flexible and personalised
- Responsive to individual circumstances
- Focused on re-engagement, confidence and participation

Identification and Assessment of SEND

We follow a graduated approach:

Assess

We gather information from:

- Referral documentation and EHCPs (where applicable)
- Schools, Local Authority and professionals
- Parents/carers
- Baseline assessments and observation

Plan

We develop a personalised plan including:

- Clear outcomes
- Academic and SEMH targets
- Strategies and adjustments

Do

Provision is delivered through:

- Adapted and flexible teaching approaches
- Individualised programmes
- Therapeutic-informed strategies

Review

- Progress is reviewed regularly
- Involves pupil, parent and professionals
- Plans are adjusted based on need

How We Meet SEND Needs

We provide:

- Personalised learning programmes
- Differentiated teaching
- Emotional and behavioural support
- Structured routines and consistent relationships

We aim to:

- Build confidence, resilience and independence
- Support meaningful engagement in education
- Enable progression and reintegration where appropriate

Risk Assessment and Safety Planning

All learners will be considered through a safeguarding and risk-management framework.

Where appropriate, individual risk assessments and safety plans will be developed prior to provision commencing.

Risk assessments may consider:

- SEND and neurodiversity needs.
- SEMH needs.
- Emotional dysregulation.
- Self-harm concerns.
- Suicidal ideation.
- School refusal.
- Absconding.
- Exploitation risks.
- Online safety risks.
- Behaviour that presents risk to self or others.
- Home environment considerations.
- Lone working risks.

Risk assessments will be reviewed regularly and updated following any significant change or incident.

All relevant information will be shared with tutors before provision begins.

Education, Health and Care Plans (EHCPs)

Where a learner has an EHCP:

- Provision aligns with:
 - identified needs
 - specified outcomes

We:

- Contribute to reviews
- Provide progress reports
- Work collaboratively with professionals and families

Role of the Account Manager

Account Managers are responsible for the arrangements for SEND provision for their pupils. Account Managers are responsible for:

- implementing the day to day operation of the SEND policy
- coordinating identification of and provision for children with SEND and overseeing their records
- liaising with parents/carers
- liaising with external agencies
- monitoring the progress made by SEND children termly

Role of the Tutor

Tutors are responsible for:

- Delivering personalised provision
- Adapting teaching approaches
- Monitoring engagement and progress
- Recognising safeguarding indicators.
- Implementing agreed adjustments and safety plans.
- Maintaining appropriate professional boundaries.
- Promoting emotional wellbeing.
- Recording concerns promptly.
- Escalating safeguarding concerns through internal reporting systems.
- Contributing to reviews of pupil needs and risk assessments.

Recognising the Views of Children

WT will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage. Children on the SEND register are invited to attend their review meeting where appropriate and contribute to their review

Parent Participation

WT actively seeks the involvement of parents in the education of their children. WT recognises that for pupils with SEND the support and encouragement of parents is often a crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.

"the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions" SEN Code of Practice 2014

Communications between the parent and WT will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

Trauma-Informed Practice

Many learners accessing Alternative Provision, home tuition and online tuition may have experienced:

- Trauma.
- Adverse Childhood Experiences (ACEs).
- Family instability.
- School exclusion.
- Neglect.
- Mental health difficulties.
- Interrupted education.

Winchmore Tutors adopts a trauma-informed approach which seeks to:

- Promote emotional safety.
- Build trusted relationships.
- Develop learner confidence and resilience.
- Understand behaviour as communication.
- Reduce barriers to engagement.
- Avoid practices that may re-traumatise pupils.

Behaviour will be considered within the context of individual circumstances and unmet need.

SEMH and Neurodiversity

Winchmore Tutors recognises that SEMH needs and neurodivergence can significantly affect engagement, communication, emotional regulation and learning.

This may include learners with:

- Autism.
- ADHD.
- Speech, language and communication needs.
- Anxiety disorders.
- Attachment difficulties.
- Trauma-related presentations.
- Emotional regulation needs.

Tutors will be supported to understand individual needs and implement appropriate strategies and reasonable adjustments.

Provision will focus on strengths, wellbeing and individual need rather than deficit-based approaches.

Reasonable Adjustments

In accordance with the Equality Act 2010, Winchmore Tutors will make reasonable adjustments to ensure disabled pupils and learners with SEND can access education safely and effectively.

Adjustments may include:

- Adapted teaching approaches.
- Flexible delivery models.
- Modified communication methods.
- Sensory adaptations.
- Additional processing time.
- Alternative methods of recording learning.
- Environmental adaptations.
- Adjusted session lengths where required.

Decisions regarding reasonable adjustments will be informed by pupil need, professional advice, EHCPs and risk assessments.

Safeguarding Children with SEND

Winchmore Tutors recognises that children with SEND and neurodivergent learners can face additional safeguarding challenges.

These may include:

- Difficulties communicating concerns.
- Increased dependency on adults.
- Social isolation.
- Increased vulnerability to bullying.
- Exploitation and grooming.
- Mental health difficulties.
- Online safety risks.
- Reduced ability to recognise unsafe situations.

Staff must not assume that signs of distress, anxiety or behavioural change are solely related to a learner's SEND and should remain alert to potential safeguarding concerns.

Any safeguarding concern must be reported immediately in accordance with the Child Protection and Safeguarding Policy.

Home Tuition and Online Provision

Additional safeguarding consideration will be given to learners accessing provision through home tuition or online tuition.

This includes:

- Monitoring attendance and engagement.

- Monitoring emotional wellbeing.
- Reviewing safeguarding concerns.
- Considering online safety risks.
- Reviewing environmental suitability.
- Ensuring appropriate communication systems.
- Regular review of risk assessments.

Tutors must promptly report any changes in presentation, behaviour or wellbeing through safeguarding reporting procedures.

Escalation of Safeguarding Concerns

Where concerns arise regarding a learner's safety, welfare or wellbeing, tutors must:

- Record the concern promptly.
- Report the concern immediately to the Designated Safeguarding Lead (DSL).
- Follow safeguarding procedures and advice provided.
- Participate in risk review meetings where required.

The DSL will determine whether concerns require:

- Monitoring.
- Early Help intervention.
- Revision of support plans.
- Social Care referral.
- Police involvement.
- Multi-agency working.

Safeguarding concerns will always take precedence over educational considerations.

Monitoring Outcomes and Needs

The effectiveness of SEND provision will be monitored through:

- Attendance.
- Engagement.
- Pupil voice.
- Parent/carer feedback.
- Tutor feedback.
- Safeguarding concerns.
- Behaviour incidents.
- Risk assessments.
- Progress against outcomes.
- EHCP reviews where applicable.

This information will be used to review provision, identify emerging risks and improve support for learners.

Arrangements for the Treatment of Complaints

Concerns about provision for SEND pupils or about the identification of their needs should initially be shared with the DSL. If there is not a satisfactory outcome, then the concern should be taken to the Directors following WT's complaints procedures.

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Signed:



Craig Varney : Director