



Special Educational Needs and Welfare Policy

Reviewed by:	Helen Dyer, Principal
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Approved by:	Tracey Storey, CEO

This policy is written in line with the requirements of:

- Children and Families Act 2014
- SEND Code of Practice 2014
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-Ordinator's
- Schedule 1 regulation 51– Information to be included in the SEND information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DfE 1 Feb 2012
- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

Definition of Special Educational Needs:

1. A learner is identified as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.
2. A learner has significant difficulty in their learning, meaning they do not make the expected progress compared to most learners of the same age.
3. A learner has a disability which prevents or hinders them from making use of educational facilities provided for others of the same age.

NB - children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Particular educational and welfare provisions are made for learners for whom English is a second language, in collaboration with the family and/or external professionals.

Definition of Disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'. In this definition 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2014, p5)

Introduction: This document is a statement of the aims, principles, and strategies for provision for learners with special educational needs at TLC The Learning Centre.

A SEND information report will be written and published each year by the end of September to review the SEND provision from the previous academic year.

TLC The Learning Centre is a fully inclusive environment, and we pride ourselves on the notion that all of our staff are teachers of learners with SEND. We celebrate the contribution every learner makes overcoming a huge range of barriers to their learning. We welcome a diversity of culture, religion and intellect ensuring every learner is valued, respected, and treated equally.

Objectives

We aim to ensure that:

- We support the physical, social, emotional, and educational development of our learners.
- All learners have equal access to the whole curriculum through an adapted QFT approach.
- All teachers take responsibility for identifying and supporting needs and allows for progress.
- A safe learning environment is created to support all learners and foster a sense of belonging.

- Equal Opportunities are given for all learners irrespective of race, gender, religion, or special need.
- To involve parents/carers and learners in developing a partnership of support, enabling them to have their voice heard within the SEN provision.
- To provide relevant CPD training for all staff to ensure the barriers to the learners' learning can be overcome.
- To make reasonable adjustments to ensure young people are not at a substantial disadvantage to their peers.
- To support learners to be active participants in their own learning journey and develop the skills needed for a successful transition into adulthood

Roles and Responsibilities:

The Directors have specific responsibility to:

- have regard to the Special Educational Needs Code of Practice (2014) and the Equality Act 2010. The Disability Rights UK (Tel: 0330 995 0400, website <https://www.gov.uk/rights-disabled-person>) provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child or young person.

The Principal: Helen Dyer has responsibility for:

- the day-to-day management of all aspects of the school's work, including provision for learners with special educational needs.
- appointing a member of staff who has responsibility for coordinating special educational needs provision and working closely with the Senior SENDCo.

The Senior SENDCo has responsibility for:

- creating and maintaining an up-to-date SEN register.
- liaising with staff members in order to identify young people to be further assessed.
- preparing, observing, maintaining, evaluating, monitoring the impact of the education within the school, in conjunction with teaching staff.
- ensuring ongoing discussion with parents/carers as a vital part of this process and of every aspect of special needs provision.
- reviewing and updating the SEND and Welfare Policy annually.
- reviewing and updating the SEND information report and graduated approach documents at the end of every academic year.
- administering assessment and diagnostic screening to establish particular difficulties and/or weaknesses of those learners who are not making adequate progress.
- giving general and specific advice to staff members on adapting subject work to meet particular needs, in the context of Quality First Teaching, QFT.
- line managing teaching assistants to ensure they are supporting the learners in the most cohesive way to ensure progress can be made – this may include 1-1 work, small group interventions and keeping robust records to review progress.
- liaising with professionals to maximise the specialist support on offer to each learner.
- creating a detailed provision map outlining the targeted and specialist support being offered.
- assisting staff development by providing information about and training in current special needs concerns; staying aware of recent with current special needs theory and practice and directing staff towards appropriate courses focusing on special educational needs
- leading on, and ensuring the necessary paperwork is complete for the annual review cycle
- researching, evaluating, and purchasing appropriate materials to support the learning of learners.
- liaising with other schools to ensure effective transfer of learners.

Welfare of All SEND Learners and Families: we are a fully inclusive provision and as such want to ensure the welfare of all our learners and their families. We offer:

- Daily contact home.
- Welfare calls during the holidays.
- 24/7 emergency contact and support if needed.
- A comprehensive welfare support package for families such as food parcels.
- Learner welfare support through the daily school structure and curriculum offer.
- Allowing learners to voice their opinions about their own needs by being actively involved in their annual reviews, target setting and creation of learner passports.

We also ensure our staff wellbeing and personal welfare is a high priority by having a staff wellbeing champion. We feel this enables our staff to model a positive welfare approach at all times.

Admissions: learners who meet the admission criteria will be admitted to the school, provided the appropriate level of facility is available to meet their individual needs. All learners will be expected to follow positive behaviour and antibullying policies. Summaries of all the policies are available for inspection by parents/carers on request.

Financial Resource Allocation: financial resources are allocated for special needs by the Local Authority. The Principal and the Senior SENDCo are responsible for the use of these resources and the deployment of the designated support staff.

Identification: all learners who attend TLC The Learning Centre must have an EHCP which identifies their SEND. There will be a primary area of need identified as well as subsidiary needs noted. These fall into the following 4 areas:

- Communication and interaction – including an ASD diagnosis.
- Cognition and learning including a dyslexia diagnosis.
- Social, emotional, and mental health – including an ADHD diagnosis.
- Sensory and/or physical needs including a dyspraxia diagnosis.

Through the continuous cycle of assess, plan, do, review within the graduated approach, learner's needs are reviewed. Further requests for assessment and diagnosis can be made and alterations to the EHCP are made through the annual review process.

Individual Education Plans (IEPs) and Learner Passports: all learners at TLC The Learning Centre are issued with an IEP and a learner passport. The IEP is based upon the information given within the EHCP whilst the learner passport is driven by the learner's own voice.

Quality First Teaching: all teachers are trained in quality first teaching and have a diverse wealth of mainstream and specialist provision experience. All learners are taught in small age-related groups which follow schemes of work in line with the national curriculum or the AQA key stage 4 syllabus. Work is heavily adapted to allow all learners to make progress. Teaching assistants have also been trained in skills to support these adaptations, especially around scaffolding and modelling.

Teachers ascertain a sound understanding of learner's current subject knowledge and then offer opportunities for chunking information, reviewing misconceptions, metacognitive skills development, and knowledge retrieval. Lessons are paced to ensure learners do not experience a cognitive overload.

Teachers are trained in comprehensive questioning skills including close, hinge and referencing and will adapt their approach for each learner within the classroom.

External Agency Support: parents/carers are always informed when the school consults an external agency that becomes involved with their child. If the school requires additional support from external agencies, the Senior SENDCo, will make a referral. The support available is very comprehensive and differs across each local authority but can include:

- Educational Psychologist
- Complex Needs Team
- Community Pediatrics
- Outreach Support from the VI, HI, Sensory Needs, or ASD team
- CAMHS
- Families First Support
- Occupational or Physiotherapy Team

More information of support available can be gathered from the local offer whose links can be found on the school website.

Complaints: In case of complaint regarding special needs provisions, the procedure outlined in the school's complaints procedure will be followed.