SEND Policy

1. Introduction

Let's Educate recognises that learners with Special Educational Needs and Disabilities may require additional support, adapted approaches and clear communication to help them access education.

This guidance applies to tutors and agency staff working with SEND learners across schools, alternative provision, EOTAS, home settings and online learning.

It should be read alongside the Safeguarding Policy, Behaviour Policy, Attendance Policy, Lone Working Policy and Equality, Diversity and Inclusion Policy.

2. What is SEND?

SEND stands for Special Educational Needs and Disabilities. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

This may include needs linked to:

- Learning
- Communication
- Physical or sensory needs
- Social, emotional or mental health needs
- Behaviour linked to underlying needs

Some learners may have an Education, Health and Care Plan, also known as an EHCP. EHCPs can apply to children and young people up to the age of 25 and set out their needs, support and agreed outcomes.

The SEND Code of Practice covers the 0 to 25 age range and includes guidance for children and young people with SEND.

3. Four Main Areas of SEND

The four broad areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

These areas can overlap. Tutors should avoid making assumptions and should always follow the information provided about the learner.

4. What Tutors Can Expect?

Every learner is different. When working with SEND learners, tutors may support children and young people who:

- Need additional time to process information
- Require adapted communication

- Experience sensory sensitivities
- Find transitions or changes difficult
- Need support to engage with learning
- Display behaviour that communicates distress or unmet need

Tutors may also work alongside professionals such as:

- SENCOs
- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- Local Authority officers
- Parents or carers

5. SEND in Different Provision Types

SEND learners may be supported in:

- Mainstream schools
- Specialist units or resource bases
- Special schools
- Alternative provision
- PRUs
- EOTAS
- Home-based or community-based provision

For EOTAS learners, support may be delivered outside a school environment. Tutors must follow all risk assessment, safeguarding, attendance and lone working procedures.

6. Supporting a Learner with SEND

Tutors should:

- Communicate in a way the learner can understand
- Use clear, simple instructions
- Break tasks into smaller steps
- Allow additional processing time
- Use visual supports were helpful
- Adapt learning to the learner's interests
- Use positive encouragement
- Maintain a predictable routine
- Reduce unnecessary distractions
- Support independence where possible

Where relevant, tutors may use communication supports such as PECS, symbols, visuals or other agreed strategies.

Whole School SEND provides free online CPD units to support inclusive practice, including creating emotionally, socially and physically safe environments.

7. Behaviour and SEND

Behaviour may be a form of communication. Tutors should consider what the learner may be trying to communicate through their behaviour.

Tutors must:

- Remain calm and professional
- Avoid confrontation
- Use agreed strategies
- Follow the Behaviour Policy
- Report concerns or incidents promptly

Tutors must not use restraint unless it is necessary to prevent injury, damage or a criminal offence and only where safe and proportionate.

8. Safeguarding and SEND

Learners with SEND may face additional safeguarding risks.

These may include:

- Communication barriers
- Increased isolation
- Difficulty reporting concerns
- Higher risk of bullying or exploitation
- Assumptions that signs of abuse relate to the learner's SEND

Tutors must remain professionally curious, and report concerns immediately in line with the Safeguarding Policy.

For EOTAS learners without a school-based DSL, concerns must be reported to the Let's Educate Designated Safeguarding Lead and the commissioning service where required.

9. Working with EHCPs and Learner Information

Where a learner has an EHCP or support plan, tutors should use this to understand:

- The learner's needs
- Agreed outcomes
- Recommended strategies
- Communication needs
- Risks or triggers
- Support required

Tutors must only access information required for their role and must handle all learner information in line with the Data Protection Policy.

10. Recording Progress and Feedback

Tutors must record:

- Work completed
- Learner engagement
- Progress made
- Barriers to learning
- Any concerns
- Suggested next steps

Feedback must be submitted in line with Let's Educate procedures and may be shared with schools, parents, carers or Local Authorities where appropriate.

11. Training and CPD

Tutors are encouraged to complete relevant SEND and inclusion training.

Training may include:

- SEND awareness
- Autism awareness
- Communication strategies
- SEMH awareness
- Behaviour support
- Inclusive teaching practice

Recommended resources include Whole School SEND and Nasen CPD resources. Nasen provides professional learning and resources to strengthen inclusive practice.

12. Professional Boundaries

Tutors must:

- Always maintain professional boundaries
- Follow agreed communication routes
- Not share personal contact details with learners
- Not make promises they cannot keep
- Follow safeguarding and lone working procedures

13. Policy Review

This guidance will be reviewed annually or following changes to legislation, guidance or operational practice.

14. Legislation and Guidance

This guidance aligns with:

- SEND Code of Practice: 0 to 25 years
- Children and Families Act 2014
- Equality Act 2010
- Keeping Children Safe in Education 2025
- Working Together to Safeguard Children 2026

15. Version Control

This policy aligns with:

- Version 1.0 – May 2026 - Original SEND learner information guidance