



EmpowerEd SEND Policy

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Special Educational Needs and Disabilities (SEND) Policy

Core Principles

EmpowerEd fully endorses the **2015 Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years**, ensuring that all young people, regardless of their individual needs, are provided with an education that allows them to:

- Achieve their best,
- Become confident individuals living fulfilling lives,
- Transition successfully into adulthood, whether into employment, higher education, or training.

EmpowerEd is committed to the inclusion of students with SEND, provided that EmpowerEd is compatible with the young person's age, ability, and aptitude, and that their attendance does not compromise the education of other students or result in inefficient use of resources.

EmpowerEd Equality and Diversity Statement

EmpowerEd is dedicated to creating an inclusive environment based on equality and diversity principles. This is underpinned by:

- The belief that all learners are of equal value.
- Respecting and valuing differences, understanding that diversity strengthens our community.
- Promoting positive attitudes, relationships, and cohesion.
- Setting high expectations for all students and raising standards for everyone.
- Following good equalities practices for both students and staff.

Definition of SEND

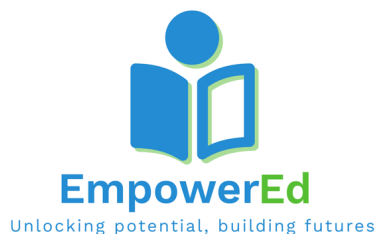
A young person is considered to have SEND if they have a learning difficulty or disability that calls for special educational provision. This includes those who:

- Have significantly greater difficulty learning than the majority of their peers, or
- Have a disability that prevents or hinders them from using educational facilities typically available to others of the same age.

Special educational provision is anything additional to or different from what is usually provided for young people of the same age.

Disabled Students

Under the **Equality Act 2010**, a young person may be considered disabled if they have a physical or mental impairment that significantly and adversely affects their ability to carry out



day-to-day activities. EmpowerEd recognises the overlap between disabled students and those with SEND. Where special educational provision is required beyond adjustments mandated by the Equality Act, the student will be supported under the SEND framework.

Key Legal Requirements and Duties

EmpowerEd will meet the needs of SEND students in line with the following legislation:

- **The Children and Families Act 2014**
- **SEND Code of Practice (0-25 years) (2015)**
- **The Special Educational Needs and Disability Regulations 2014**
- **The Equality Act 2010**
- **The Special Educational Needs (Personal Budgets and Direct Payments) Regulations**

Objectives of the SEND Policy

- To identify and provide tailored support for students with SEND.
- To work within the guidance of the **SEND Code of Practice 2015**.
- To adopt a **whole-student, whole-institution** approach to the management of SEND.
- To ensure that all students, including those with SEND, have access to the full curriculum.
- To develop and maintain strong partnerships with parents and students.
- To provide staff with the necessary advice and training to support students with SEND effectively.

Partnership with Students and Families

EmpowerEd believes in collaborating closely with students and their families. Students' opinions and needs are integral to shaping their educational journey, and **Person-Centred Planning (PCP)** is used to ensure students are fully involved in decision-making processes. The institution is committed to high aspirations for all students, including those with SEND, and seeks to enable them to achieve their best possible outcomes.

Identifying and Assessing Students with SEND

EmpowerEd has a robust process for identifying and responding to SEND needs:

- SEND information can be declared during application and enrollment.
- Every student's attainment is assessed upon entry to ensure appropriate support is provided.
- Information gathered at enrolment helps shape the student's provision in the first few months.



- Regular assessment of student progress ensures that support is responsive to their evolving needs.

EmpowerEd recognises that SEND needs fall into four broad areas:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional, and Mental Health Difficulties**
4. **Sensory and/or Physical Needs**

We acknowledge that needs may span multiple areas and change over time. Furthermore, while issues such as **disability, attendance, and health** may affect progress, they are not classified as SEND. Poor behaviour is viewed as a response to unmet needs, and EmpowerEd, in collaboration with parents and professionals, will work to identify and address these underlying issues.

The Graduated Approach to Meeting SEND

High-Quality Teaching

At EmpowerEd, **high-quality teaching** is the first step in responding to students who have or may have SEND. Tutors are responsible for the progress of all students in their sessions, including those receiving specialist support. EmpowerEd staff are trained to differentiate their teaching to meet the needs of all learners.

- EmpowerEd regularly reviews the quality of teaching across the institution to ensure high standards.
- Tutors have access to advice and resources for supporting students with SEND.
- Staff receive ongoing training to understand and address the most common barriers to learning.

Increased Levels of Support

Where it is clear that additional intervention is required, EmpowerEd will work collaboratively with students, parents, and any relevant professionals to put support measures in place.

- **Person-Centred Planning (PCP)** ensures that all parties are involved in setting the desired outcomes, identifying support needs, and determining review dates.
- All staff working with a student are informed of the required accommodations, interventions, and teaching strategies. This information is recorded in EmpowerEd's information system.
- Regular observations and reviews will be held to ensure that interventions and strategies are effective in supporting the student.



Reviewing Progress

The effectiveness of interventions is reviewed according to agreed timelines, with input from students, parents, and staff. Progress is monitored, and any necessary adjustments to support are made.

- If a student continues to struggle despite support, EmpowerEd will consult external specialists to refine or enhance interventions.
- Progress reports are shared with parents and wider organisations (where appropriate) regularly as part of the institution's standard reporting processes.

The Role of Outside Agencies

Where necessary, EmpowerEd will involve external professionals, such as speech and language therapists, educational psychologists, and mental health specialists, to assess and support students with more complex needs. These collaborations help ensure that the most effective strategies are in place to support individual progress.

Inclusion and Access to the Curriculum

EmpowerEd is committed to ensuring that students with SEND have full access to the curriculum. Where necessary, curriculum adjustments are made to ensure it is inclusive and caters to the unique needs of SEND students.

Monitoring and Evaluation

This policy is reviewed regularly to ensure it remains aligned with current legislation, best practices, and the needs of our students. Feedback from students, parents, staff, and external specialists is used to inform any updates.