



## **L & E Education Ltd: Special Educational Needs Disability Policy**

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Policy	001	01.05.2024	30.04.2025	L Morton

### **Positional Statement and Scope**

L & E Education values all learners and celebrates diversity of experience, interest, and achievement. All learners need to experience praise, recognition and success, and children or young adults with SEND (Special Educational Needs and Disability) have equal entitlement to this.

This policy outlines the framework for L & E Education to meet its duty, obligation and principal equality values to provide a high-quality education to all of its learners, including learners with SEND, and to do everything it can to meet the needs of learners with SEND.

Through successful implementation of this policy, L & E Education aims to:

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between learners with SEND and without SEND.

L & E Education will work with the LA, or equivalent, within the following principles, which underpin this policy:

- The involvement of children, parents, and young adults in decision-making
- The identification of children and young adult's needs
- Collaboration between education, health, and social care services to provide support
- High quality provision to meet the needs of children and young adults with SEND
- Greater choice and control for our learners and parents over their support
- Successful preparation for adulthood, including independent living and employment

### Identifying SEND

L & E Education has a clear approach to identifying and responding to SEND. We recognise that early identification and effective provision improves long-term outcomes for our learners.

L & E Education is an independent learning provider who works with children and young adults from 16 years of age. Part of the induction programme requires learners to clearly identify any SEND they may have, but we do not assume that is conclusive and that staff are aware of all learners needs. Staff remain vigilant to ensure our learners get all the support they need to achieve their full potential.

With the support of the Managing Director, tutors will conduct regular progress assessments for all learners, with the aim of identifying learners who are making less than expected progress.

Progress will be characterised using the following stipulations:

Progress is significantly slower than the class average, from the same baseline

- Progress does not match or better the learner's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

### Definitions

For this policy, a learner is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

## **Communication and interaction**

Learners with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

L & E Education recognises that:

- Learners with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have difficulties with social interaction.
- The profile for every learner with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language, or social communication at different times of their lives.

The Managing Director will work with learners, parents and language and communication experts (where necessary) to ensure learners with communication and interaction difficulties reach their potential.

## **Cognition and learning**

Learners with learning difficulties may require support – L & E Education will offer learning support through much smaller group sizes.

L & E Education understands that learning difficulties cover a wide range of needs, such as moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). The Managing Director will ensure that any provision offered will be suitable to the needs of the learner.

Specific learning difficulties (SPLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

## **Social, emotional, and mental health difficulties**

Learners may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive, and disturbing behaviour.

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L & E Education recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and we will work with outside agencies to offer support.

### **Sensory or physical needs**

Impairments that prevent or hinder learners from using the facilities, such as vision impairment (VI), do not necessarily have SEND. L & E Education will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A learner with a disability is covered by the definition of SEND if they require special educational provision.

### **Roles and responsibilities**

The Managing Director will be responsible for:

- Communicating with learners with SEND and their parents when drawing up policies that affect them
- Identifying, assessing, and making provision for all learners with SEND, whether they have an EHC plan or not
- Securing the special educational provision called for by a learner's SEND
- Making reasonable adjustments for learners with disabilities to help alleviate any substantial disadvantage they experience because of their disability
- Taking necessary steps to ensure that learners with disabilities are not discriminated against, harassed or victimised, e.g. in line with the Equality and Diversity Policy
- Preparing the arrangements for the admission of learners with SEND and the facilities provided to enable access to the Centre's
- Regularly monitoring L & E Education policies and procedures, to review their impact on learners with SEND, including on their mental health and wellbeing.

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- Cooperating with the LA in drawing up and reviewing the Local Offer
- Ensuring that tutors monitor and review our learners progress during the academic year
- Cooperating with the LA during annual EHC plan reviews
- Ensuring that those who are tutoring or working with learners with SEND are aware of their needs and have arrangements in place to meet them
- Ensuring tutors have an established understanding of different types of SEND
- Establishing and maintaining a culture of high expectations and including learners with SEND in all opportunities available to other learners
- Consulting health and social care professionals, learners, and parents to ensure the needs of children with medical conditions are effectively supported

### Policy Reviews

This Policy will be renewed annually.

For further information or to discuss any concerns regarding this, or any of our other Policies and Procedures, please contact: [info@le-education.co.uk](mailto:info@le-education.co.uk)