



Special Educational Needs & Disabilities (SEND)

Responsibility for review of the policy	Date of Approval	Date of Review (Annual)
Fay Morris/ Rebecca Olive	06.11.2025	31.09.2026

Purpose Kernow Tuition is committed to ensuring that every learner aged 7–17, including those with special educational needs and/or disabilities (SEND), receives high-quality one-to-one tuition tailored to their individual strengths, challenges and aspirations. Personalised support enables learners to make measurable academic progress while building confidence, resilience and a lasting enjoyment of learning.

1. Scope

This policy applies to all Kernow Tuition employees and associates, including tutors, centre staff and online coaches, delivering tuition in English, Mathematics, Science (secondary level), Functional Skills and GCSE preparation. It covers all tuition settings (centre, home-based and online) and all learners who have, or are suspected of having, SEND in accordance with the Children and Families Act 2014 and the SEND Code of Practice (2015).

2. Legal Framework This policy is informed by and complies with:

- Children and Families Act 2014
- Equality Act 2010 (Public Sector Equality Duty)
- SEND Code of Practice 0–25 years (2015)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (KCSIE) (2024)
- Data Protection Act 2018 and UK GDPR All staff understand their responsibilities under these frameworks, and Kernow Tuition ensures practice reflects statutory duties and best practice guidance.

3. Definition and Identification of SEND

- SEND refers to a significantly greater difficulty in learning than the majority of children of the same age, or a disability that prevents or hinders access to educational facilities normally provided for peers.
- Broad areas of need include:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental-health difficulties

- Sensory and/or physical needs
- Early Identification: On enrolment or at the start of tuition, tutors gather information from parents/guardians, schools, local authority reports (where applicable) and initial baseline assessments to identify possible SEND.
- Where concerns arise—such as slower progress than peers or evidence of unmet need—the tutor and SEND Lead collaborate to review information and plan appropriate action.

4. Aims Kernow Tuition aims to:

- Provide personalised tuition responsive to each learner's needs and aspirations.
- Remove barriers to learning and participation so every learner feels supported and successful.
- Promote independence, self-belief and resilience in learners with SEND.
- Work collaboratively with parents, schools, local authorities and other professionals to deliver coherent support.
- Monitor and evaluate the impact of interventions and adjust tuition accordingly.

5. Roles and Responsibilities

Senior Leadership Team (SLT)

- Ensure policy implementation, resource allocation, staff training and performance review.
- SEND Lead – F Morris - Champion the needs of SEND learners across the organisation. - Coordinate identification, assessment, planning, implementation and review of SEND support. - Liaise with parents/guardians, schools and external agencies. - Oversee compliance with statutory duties and quality assurance of SEND provision.
- Tuition Coordinator – R Olive - Support tutors in implementing learning plans and reviewing outcomes. - Maintain communication between tutors, parents and commissioning bodies.

- Tutors - Use learner information (IEPs, EHCPs, reports) to plan and deliver adaptive sessions. - Apply evidence-based teaching strategies, scaffolding and reasonable adjustments. - Record interventions, track progress and communicate regularly with the SEND Lead and parents.
- Parents/Guardians - Provide accurate information on the learner's needs and history. - Engage in review meetings and support agreed learning strategies at home.
- Learners - Engage actively in tuition and set personal learning targets. - Reflect on progress and develop understanding of how they learn best.

6. Learning Plans and Interventions

- A personalised Learning Plan will outline the learner's starting points, barriers, strengths and measurable targets.
- Tuition will include differentiated materials, scaffolded support, appropriate pacing and regular reviews.
- Where necessary, specialist strategies or tools (e.g., multi-sensory techniques, assistive technology) will be used.
- Records of interventions, adjustments and outcomes are stored securely and reviewed at least termly.

7. Partnership with Parents, Schools and Local Authorities Kernow Tuition recognises the importance of multi-agency collaboration.

- Work proactively with Local Authorities to support learners with EHCPs, those undergoing assessment, and those at SEN Support level.
- Liaise with school SENCOs and Designated Safeguarding Leads to ensure continuity of support and shared understanding of progress.
- Where tuition is commissioned by a Local Authority or school, a clear Service Level Agreement (SLA) defines responsibilities for communication, reporting and review.
- Parental and learner consent will be obtained for information sharing and referrals. All data handling complies with UK GDPR and our Data Protection Policy.

8. Safeguarding and Wellbeing Learners with SEND may be more vulnerable to safeguarding risks. All tutors receive training on recognising and reporting concerns in line with Kernow Tuition's Safeguarding and Child Protection Policy. Wellbeing is embedded in all learning plans, with pastoral or safeguarding referrals made promptly where concerns arise.
9. Inclusion, Accessibility and Equality We are committed to promoting equality of opportunity for all learners. Reasonable adjustments ensure equitable access to tuition, whether face-to-face or online. Adjustments may include:
 - Adaptive materials and alternative communication formats
 - Sensory-friendly environments and flexible pacing
 - Use of assistive software or devices Tutors maintain high expectations of every learner's capacity to succeed.
10. Training and Professional Development All staff receive SEND awareness and safeguarding training at induction, including relevant legislation and adaptive teaching strategies. Ongoing CPD includes:
 - Updates on specific learning difficulties (e.g., dyslexia, autism, ADHD)
 - Strategies for emotional regulation and behaviour support
 - Collaboration with external professionals and SENCOs Training effectiveness is reviewed annually. Tutors are provided with relevant legislation including:
 - SEND Code of Practice (2015)
 - Equality Act (2010)
 - Children and Families Act (2014)
 - Keeping Children Safe in Education (KCSIE) (2024)
 - Working Together to Safeguard Children (2018)
 - Data Protection Act (2018) & UK GDPR
 - Mental Health and Behaviour in Schools (DfE, 2018)
 - Alternative Provision Guidance (DfE, 2016)
 - Local Safeguarding Partnership protocols

11. Record-Keeping and Reporting

- All SEND-related documentation (assessments, plans, reviews, communications) is maintained securely.
- Progress reports are shared termly—or as agreed—with parents, schools and commissioning bodies.
- Information is retained in line with statutory data-protection requirements and safeguarding obligations.

12. Monitoring, Review and Quality Assurance

- The SEND Lead and SLT monitor learner outcomes, staff practice and compliance with this policy.
- Feedback from learners, parents, schools and Local Authorities informs service improvement.
- Findings from internal reviews are used to shape CPD and update policies.
- Provision effectiveness is evaluated annually, and any required actions are incorporated into the organisational development plan.

13. Complaints Concerns regarding SEND provision should be raised through Kernow Tuition's Complaints Policy. All complaints are handled promptly, fairly and with attention to the learner's specific needs.

14. Policy Review This policy is reviewed annually, or earlier if required by legislative or organisational change. Any revisions are approved by the Senior Leadership Team.