



Beyond the Books: A holistic path to progress

Special Educational Needs and Disability (SEND) and Medical Needs Policy

A Different Approach Tutoring and Therapy Services Ltd

(hereafter referred to as 'ADA Ltd')

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1. Statement of Intent

ADA Ltd is a specialist provider dedicated to supporting children and young people with Special Educational Needs and Disabilities (SEND) and those with complex medical conditions. Our practice is guided by the **SEND Code of Practice (2015)**, the **Children and Families Act 2014**, and the statutory guidance '**Supporting pupils at school with medical conditions**'. We believe in the "Right to a Quality Education" for every learner, regardless of their diagnosis or health status.

2. Specialist Leadership & Individual Healthcare Plans (IHP)

As a Director-led service (**NASENCO 2003 / QTS 1999**), all provision is tailored to the specific needs of the student:

- **EHCP & IHP Alignment:** We work strictly in accordance with the outcomes in the student's **Education, Health and Care Plan (EHCP)** and adhere to their **Individual Healthcare Plan (IHP)**.
- **Medical Flexibility:** We recognise that students with medical needs (e.g. oncology, chronic fatigue, or post-operative recovery) require a flexible "**Pacing**" approach. We adapt the intensity of our interventions (**Brick-by-Brick® programme (LEGO® brick based therapy)**, **The STILL Method**, or **Drawing and Talking**) to match the student's daily health status.
- **Medication:** All medication is managed via **ADA_POL_003** (Health, Safety and First Aid) and requires a signed **ADA_FORM_003** (Medication Consent).

3. Assessment, Monitoring & Reporting

ADA Ltd works collaboratively with the **Commissioning School, Local Authority SEND Teams, and Medical Needs Teams:**

- **The Graduated Approach:** We follow the **Assess, Plan, Do, Review** cycle to identify specific barriers to engagement.
- **Medical Liaison:** We work with the **Medical Needs Team** and **Hospital Schools** to ensure a "joined-up" approach, especially during transitions back into full-time education.
- **Impact Reporting:** We provide **Summary Impact Reports** that highlight engagement and "**Readiness to Learn,**" which are vital for medical reviews.

4. Disability, Accessibility & Reasonable Adjustments

In accordance with the **Equality Act 2010**, **ADA Ltd** ensures that students with disabilities are not treated less favourably. We take proactive steps to ensure accessibility:

- **Reasonable Adjustments:** We adapt our delivery to remove physical or communication barriers (e.g. providing slanted writing boards, using high-contrast visuals, or allowing for frequent "Movement Breaks").
- **Accessible Environments:** When using community venues like libraries, we verify wheelchair access and appropriate acoustic/lighting conditions before the session.
- **Auxiliary Aids:** We utilise specialist software or hardware as specified in a student's EHCP to ensure they can fully access the academic or therapeutic curriculum.

5. Inclusive Practice & Attendance

- **Sensory-Aware Delivery:** We ensure low-arousal techniques and "pacing" to match the student's daily energy levels and neuro-developmental profile.
- **Attendance & Compassion:** In line with **ADA_POL_013** (Attendance), we operate a **Medical Discretion** clause for students undergoing acute treatment. We prioritise the student's wellbeing and the sustainability of the tutoring and therapeutic relationship over rigid attendance targets.

6. Professional Collaboration (The Team Around the Child)



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We work collaboratively with existing professionals (e.g. **Educational Psychologists, SALT, or Hospital School staff**). **ADA Ltd** does not provide direct referrals or secondary assessments. Where we identify a need for further specialist input, we will advise the **Commissioning Body** to pursue this via their own statutory pathways.

Lead Director: Jennie Jepps (**NASENCO 2003 / QTS 1999**)
