**SEND** (Special Educational Needs and Disabilities) Policy – Review March 2027.

Our policy is designed to reflect legal requirements and best practices for our settings that support young people who may be excluded, at risk of exclusion, or unable to access mainstream education due to a variety of reasons.

**Our settings include:**

The Way Youth Zone - Wolverhampton - DSL - Brandon Hitchman
The Health & Wellbeing Centre - Wolverhampton - DSL Brandon Hitchman
The Farm - Gnosall, Staffordshire - DDSL Graham Coffey

DSL/DDSLs across all sites: Brandon Hitchman and Graham Coffey.

## 1. Introduction

This policy outlines how Bespoke Training & Education (BT&E) identifies, supports, and reviews the needs of learners with Special Educational Needs and Disabilities (SEND).

We recognise that many of our learners may have experienced disruption in their education, may have unmet or unidentified SEND, and may be at increased risk of safeguarding concerns.

This policy should be read in conjunction with BT&E's Safeguarding and Child Protection Policy, Behaviour Policy, Attendance Policy and Complaints Policy.

Special Educational Needs (SEN) definition from SEN Code of Practice p15:
• A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
• A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age, or

Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post

This policy outlines expectations for the provision of special educational needs and disability in our centres named above.

Where BT&E is subject to the statutory duty to publish a SEND information report, it will publish and keep that report updated on its website. The report will explain the provision's arrangements for identifying, assessing and supporting learners with SEND, including its graduated response and links to the relevant local offer.

Note: Pupils whose language or form of language at their home is different from the language in which they will be taught, are not regarded as having a learning difficulty solely because of this. Other factors must be evident.

**Aims**

Our aim is to significantly improve the quality of learning and life experiences of pupils, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils.

**Objectives**

All our pupils have an entitlement to receive high quality teaching that is adapted and personalised as far as possible so that all pupils make good progress and realise their full potential.

## 2. Legal Framework

This policy complies with the following legislation and guidance:

- Children and Families Act 2014
- SEND Code of Practice (0–25 years, January 2015)
- Equality Act 2010
- Education Act 1996
- Keeping Children Safe in Education 2026 (in force from 1 September 2026)
- Local Safeguarding and SEND Partnership Arrangements

## 3. Aims

- To identify and support the SEND of all learners attending the AEP.
- To ensure learners with SEND have full access to a broad and balanced curriculum.
- To work collaboratively with parents/carers, local authorities, and external agencies.
- To provide a safe, supportive, and nurturing environment that recognises and meets individual needs.

## 4. Definition of SEND

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

*"a learning difficulty or disability which calls for special educational provision to be made for them."*

For the purposes of the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Some learners may be disabled without having SEN, and some may have SEN without being disabled. BT&E will consider its duties towards each learner under both the Children and Families Act 2014 and the Equality Act 2010.

This includes difficulties in:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

In line with KCSIE 2026, BT&E recognises that children and young people with special educational needs, disabilities or certain health conditions can face additional safeguarding challenges and may require additional, personalised safeguarding support.

- May have difficulty recognising or communicating abuse, neglect or exploitation.
- May experience barriers to understanding risk.
- May be more trusting of adults and peers.
- May be more vulnerable to child-on-child abuse, exploitation, bullying and online harm.

BT&E will ensure that learners with SEND are protected effectively. All concerns relating to learners with SEND must be shared with the DSL or DDSL immediately. Staff will apply professional curiosity and will not assume that changes in behaviour, communication, attendance, presentation or emotional regulation are simply linked to a learner's SEND. Any concern must be considered in the context of possible safeguarding risk and shared with the DSL or DDSL without delay.

Where a learner is educated through alternative provision, BT&E will agree and record safeguarding responsibilities with the placing school or local authority before the placement begins. Relevant attendance, welfare and safeguarding information will be shared promptly, the learner's whereabouts and wellbeing will be monitored, and concerns or unexplained absence will be followed up without delay with the placing school, local authority and any relevant agency.

Safeguarding information will be recorded securely and shared on a need-to-know basis. Staff understand that information may be shared without consent where this is necessary to protect a child or young person from harm.

## 5. Identification of Needs

We recognise that many students referred to BT&E may arrive without a formal diagnosis or Education, Health and Care Plan (EHCP) but still require support.

We will:

- Conduct an initial baseline and needs assessment upon entry
- Review prior educational records and assessments
- Consult with parents/carers and professionals
- Observe and monitor progress over time
- Refer for external assessment where appropriate

BT&E will help those students who are attending or going to attend, obtain as much information relating to their SEND as possible.

We will involve other stakeholders when reviewing each student's education programme that we will be designing.

Should the case arise, then we will also discuss options with our SEND consultant.

**6. SEND Support**

Learners identified as having SEND will receive support that is:

- Personalised to their individual needs
- Inclusive, supporting access to learning alongside peers
- Evidence-based, using interventions known to be effective
- Planned, delivered and reviewed through a graduated response (Assess – Plan – Do – Review)

Support may include:

- 1:1 or small group sessions
- SEMH interventions or therapy
- Literacy/numeracy catch-up support
- Communication or behaviour support
- Reasonable adjustments to teaching and environment

## 7. Education, Health and Care Plans (EHCPs)

Where a student has an EHCP:

- We will ensure that all staff understand the EHCP and deliver provision as required.
- Annual reviews will be conducted in collaboration with the local authority and family.
- Outcomes will be regularly monitored and reported.

If a student may require an EHCP:

- We will gather evidence and work with the local authority and other stakeholders to contribute to the assessment process.

## 8. Working with Parents and Carers

We are committed to partnership with families. We will:

- Involve parents/carers in all stages of SEND support
- Communicate regularly regarding progress and concerns
- Offer accessible information and signposting to services

## 9. Working with External Agencies

We work closely with:

- Local Authority SEND services
- Educational Psychology Services
- CAMHS and mental health services
- Speech and Language Therapists
- Occupational Therapists
- Social care and youth support services

## 10. Staff Training and Roles

- The SENDCo is responsible for coordinating SEND provision and maintaining the SEND Register.
- All staff are trained to identify and support SEND and have access to CPD relevant to the needs of our learners.
- All staff, including those who do not work directly with children, will read and understand Part One of Keeping Children Safe in Education 2026 when it comes into force from 1 September 2026.

- Bespoke promotes a whole-school responsibility for SEND.

## 11. Accessibility

- We will make reasonable adjustments to ensure that learners with SEND can access all areas of our provision, both physical and educational.
- We are committed to eliminating discrimination and promoting equality of opportunity.

## 12. Transition and Reintegration

- Transitions into and out of the AEP (e.g., reintegration into mainstream, post-16 transitions) will be carefully managed for learners with SEND.
- Transition planning will be personalised and involve all stakeholders.

## 13. Monitoring and Evaluation

- The SENDCo maintains records of support, progress, and reviews.
- Interventions are tracked and evaluated for impact through attendance, behaviour, progress against targets and individual tutorials.
- The policy is reviewed annually and updated as required.

## 14. Complaints

If a parent or carer is concerned about SEND provision:

- They should first contact the DSL, DDSL, or SENDCo.
- If unresolved, the complaint can be escalated using the company Complaints Policy, which is on our website.