

Illuminate You – Special Educational Needs and Disabilities (SEND) Policy

1. Policy Statement

Illuminate You, Lifelong Learning Lodge, is committed to providing an inclusive, nurturing, and empowering environment where every learner—regardless of their abilities, background, or needs—can thrive academically, socially, and emotionally.

We recognise that many of our learners have additional needs arising from Social, Emotional and Mental Health (SEMH) difficulties, trauma, Autism Spectrum Conditions, and other learning differences. Our approach is built upon the principles of trauma-informed education, personalised learning, and therapeutic support, ensuring that all learners receive the right help at the right time.

2. Purpose

The purpose of this policy is to:

- Ensure compliance with statutory requirements regarding the identification and support of pupils with SEND.
- Outline the school's approach to meeting diverse needs and removing barriers to learning.
- Promote high expectations, inclusion, and achievement for every learner.
- Ensure parents, carers, and professionals work collaboratively to support each child's progress.

3. Legislative Framework

This policy is based on the following key legislation and guidance:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Equality Act 2010
- The Education Act 1996
- Statutory Guidance on Supporting Pupils with Medical Conditions (DfE 2017)
- Ofsted Education Inspection Framework (EIF) 2023

4. Definition of SEND

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

A learning difficulty or disability is present if the learner:

- Has significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

(SEND Code of Practice, 2015)

5. Categories of Need

Illuminate You recognises the four broad areas of SEND as outlined in the Code of Practice:

1. **Communication and Interaction**
(e.g. Speech and language needs, Autism Spectrum Conditions)
2. **Cognition and Learning**
(e.g. Specific learning difficulties such as dyslexia, dyscalculia, or global learning delay)
3. **Social, Emotional and Mental Health (SEMH)**
(e.g. attachment difficulties, trauma, anxiety, or behavioural regulation challenges)
4. **Sensory and/or Physical Needs**
(e.g. hearing, vision, or mobility difficulties)

6. Our Ethos and Approach

Illuminate You adopts a trauma-informed, holistic approach to SEND support, which includes:

- Understanding behaviour as communication of need.
- Providing therapeutic interventions such as CBT, counselling, and music therapy.
- Small group and 1:1 teaching to support differentiated learning.

- Implementation of Individual Education Plans (IEPs) and My Support Plans.
- Integrating social and emotional learning through the Empowerment Pathway and T.R.I.B.E. framework.
- Regular staff training in Autism, TCI (Therapeutic Crisis Intervention), Mental Health Awareness, and Sensory Regulation.

7. Roles and Responsibilities

The Head of Provision

- Has overall responsibility for ensuring that the SEND policy is implemented effectively.
- Ensures compliance with legislation and promotes inclusion across all areas of the school.

The SENDCo (Special Educational Needs and Disabilities Coordinator)

- Coordinates all SEND provision and oversees the implementation of support plans.
- Liaises with parents, carers, staff, and external professionals (e.g. EPs, CAMHS, Speech and Language Therapists).
- Maintains the SEND register and ensures accurate records of provision and progress.
- Monitors and reviews interventions and their impact.

Teachers and Support Staff

- Identify and record concerns about learner progress or behaviour.
- Deliver quality-first teaching, differentiated learning, and targeted interventions.
- Engage in continuous professional development related to SEND and trauma-informed practice.

Parents, Carers, and Learners

- Work in partnership with the school to co-produce support plans and review progress.
- Encourage regular communication between home, school, and external professionals.

8. Identification and Assessment

Illuminate You uses a graduated approach, as outlined in the Assess – Plan – Do – Review cycle:

1. **Assess:** Gather information from observations, baseline assessments, and professionals.
2. **Plan:** Identify targeted strategies and set measurable outcomes through an IEP or Support Plan.
3. **Do:** Implement the agreed interventions and monitor impact.
4. **Review:** Evaluate progress with the learner and family, adjusting plans as necessary.

Referrals for Education, Health and Care Plans (EHCPs) will be made in collaboration with the local authority where a learner's needs require more extensive, long-term provision.

9. Curriculum and Inclusion

Illuminate You ensures that:

- All learners access a broad, balanced, and meaningful curriculum, adapted to their abilities and interests.
- Lessons promote functional skills, life skills, and personal development.
- Learners are supported through therapeutic and sensory interventions, and reasonable adjustments are made as required.
- The environment is inclusive, accessible, and nurturing to promote emotional regulation and engagement.

10. Working with External Agencies

The school collaborates with a range of agencies to ensure holistic support, including:

- Educational Psychologists
- Speech and Language Therapists
- CAMHS and Mental Health Practitioners
- Social Care Teams
- Occupational Therapists

- Local Authority SEND Services

11. Monitoring and Evaluation

- Progress of learners with SEND is reviewed termly by the SENDCo and senior leadership team.
- Data from academic assessments, attendance, engagement, and well-being measures is analysed.
- Parent/carer feedback and learner voice are integral to evaluation.
- The SEND register is reviewed termly to ensure up-to-date provision and planning.

12. Accessibility and Equality

Illuminate You complies with the Equality Act 2010, ensuring that no learner is discriminated against because of their needs or disability.

Reasonable adjustments are made to ensure all learners can participate fully in learning and enrichment activities.

13. Transition and Next Steps

Illuminate You supports smooth transitions by:

- Sharing relevant SEND information with future settings.
- Preparing young people for adulthood through life skills and vocational learning.
- Liaising with colleges, training providers, and employers to ensure continuity of support.

14. Review and Policy Management

This policy will be reviewed **annually** by the Head of Provision and SENDCo, or sooner if legislation or guidance changes.

Related Policies

- Behaviour and TCI Policy
- Safeguarding and Child Protection Policy
- Equality and Diversity Policy
- Curriculum Policy
- Accessibility Policy

