

Special Educational Needs and Disability Policy



Date of Approval: 01 October 2024

Signed: Holly Wilkie

Position: Group SENDCo

Last reviewed: October 2025

Next review: September 2026

Mission Statement

At Tuition Extra we believe that we should meet the needs of all children and young people from their own unique starting points. We are an inclusive provision and believe that all children and young people should have the opportunity to flourish.

Definitions

Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

Tuition Extra will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

Aims and Objectives

The aim of this policy is to outline our practices under the regulations for working with young people with SEND, and to demonstrate all aspects of our SEND provision in an open manner, allowing for consultation from those external to the provision.

We want all students to receive a standard of education that allows them to pursue their aspirations without prejudice, and as such this policy will demonstrate the means by which we can support this.

We have high expectations and aspirations for all students and focus on positive outcomes for young people.

Our objectives are:

1. To respect all children and young people (CYP) as individuals.

2. To take time to understand the unique SEND needs of CYP and put together highly bespoke and tailored packages, this supports educational and wider holistic needs.
3. To provide a Special Educational Needs Co-ordinator (SENDCo) who will be a point of reference for partners, parents/carers and tutors.
4. To provide support and advice for all tutors working with Special Educational Needs students, as well as regular CPD and ongoing training opportunities.
5. Help pupils with SEND fulfil their aspirations and achieve their best
6. Help pupils with SEND become confident individuals living fulfilling lives
7. Help pupils with SEND make a successful transition into adulthood
8. Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupils

Vision and Values

At Tuition Extra we will provide all pupils with access to a curriculum that is tailored to their needs and interests. We are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential and focus on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out responsibility for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and setting's responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the setting's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the responsibility to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

Our Provision (Inclusion and Equal Opportunities)

Tuition Extra provides educational and holistic tuition services to students from age 5 to 25. This is predominantly offered on a 1:1 basis and on occasion in very small groups. We predominantly work with students with a range of complex additional needs, although CYP do not have to have SEND needs to attend Tuition Extra. The vast majority of CYP have an Education, Health and Care Plan (EHCP), however, this is not a condition of attending our service.

Tuition Extra believes that it is essential to take a holistic approach to our provision and to understand the wider contexts that impact on young people as learners. It is of paramount importance to all staff at Tuition Extra that our students reach their full potential and we are ambitious about their future outcomes.

The SENDCo

The SENDCo at Tuition Extra is Holly Wilkie

Contact details: holly@tuition-extra.co.uk

The SENDCo will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEN, including those who have EHCPs
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Make sure Tuition Extra keeps its records of all pupils with SEND up to date and accurate
- With the Head of Service, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy

Head of Education/ Education Partner or Head of Service

The above will:

- Work with the SENDCo to determine the strategic development of the SEND policy and provision within Tuition Extra
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Make sure that the SENDCo has enough time to carry out their duties
- With the SENDCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into Tuition Extra's plan for continuous professional development

Tutors

Tutors are responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of children and young people
- Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

Children and Young People:

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings

The pupils' views will be considered in making decisions that affect them, whenever possible.

Reasonable Adjustments

As part of the induction procedure and ongoing CPD all tutors are aware of strategies to make “reasonable adjustments” within their sessions so as to not to place disabled pupils, and those with additional needs, at a substantial disadvantage in accessing their education. We remove barriers and have aspirational outcomes and onward pathway planning.

This is done without prejudice and preconceptions.

Identifying the need for additional support

Where a need is identified the tutor will have a meeting with the SENDCo and alternative strategies, resources and training needs will be discussed and agreed. Following this, if concerns remain, we can support accessing focused assessments, signposting to relevant agencies and referrals to external service providers.

Addressing Training Needs

Tutors will be encouraged to participate in on-going professional development to enhance their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

Tuition Extra offers 2 CPD sessions a year for all our tutors. These always include a SEN focus as we recognise the need for our tutors to have current knowledge in this area. Tutors can also request individual training depending on the needs of their pupils and the SENDCo can recommend appropriate and relevant courses for the tutors to attend.

Attendance and Safeguarding:

At Tuition Extra we recognise that pupils with SEND face complex barriers to attendance. Many experience Emotional Based School Avoidance (EBSA) due to anxiety or a result of multiple failed school placements and Adverse Childhood Experiences (ACEs). Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support. Our approach to supporting pupils who are absent from Tuition Extra due to their SEND is set out in our attendance policy.

Additionally, we recognise that pupils with SEND can face safeguarding challenges. Children with disabilities are more likely to be abused than their

peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details about the pastoral support, we offer, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding policy.

Storing and Managing Information

All documentation in relation to students with SEN is stored securely by Tuition Extra. Only authorised people have access to the files and their contents, the only exception being if it is felt that the confidence of that information could adversely affect the wellbeing of a pupil, for example, where there are concerns around possible child protection issues. For further information please see the Safeguarding Policy.

When young people leave Tuition Extra the pupils' files will be passed onto the new setting. After 1 year, of the young person leaving Tuition Extra we will delete pupil records and tutor reports.

Related Documents

- Tuition Extra Safeguarding Policy
- Tuition Extra Exams Policy (Access Arrangements)
- KCC Local Offer