



ASPIRING MINDS TUITION

EDUCATION WELLBEING CREATIVE

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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Special Educational Needs and Disabilities Policy

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1. Purpose

At AMT (Aspiring Minds Tuition), we believe every learner deserves to feel valued, supported and empowered. Our commitment to inclusive, individualised support is at the heart of everything we do. This policy outlines how we identify and meet the needs of learners with Special Educational Needs and Disabilities (SEND), aiming to ensure fair and appropriate access to education through high-quality provision, reasonable adjustments, inclusive teaching practices and collaborative partnerships with families. All our work aligns with the SEND Code of Practice and relevant statutory guidance.

2. Scope

This policy applies to:

- All staff (permanent, temporary, contractors and volunteers)
- All learners and parents/carers
- Any visitors, partners or service providers associated with our organisation

3. Definitions

- **SEND (Special Educational Needs and Disabilities)**
A learner is identified as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability exists if a 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 in mainstream settings.*(Children and Families Act 2014, SEND Code of Practice 2015)*
- **Special Educational Provision**
Provision that is different from or additional to that normally available to others of the same age, designed to help a learner with SEND access the curriculum and make progress.
- **EHCP (Education, Health and Care Plan)**
A statutory document issued by a local authority for learners with more complex or long-term needs. It outlines the child or young person's educational, health and social care needs, the outcomes sought and the support required to meet those needs.
- **Disability (Equality Act 2010)**
A physical or mental impairment that has a substantial and long-term negative effect on a person's ability to carry out normal day-to-day activities.
- **Reasonable Adjustments**
Changes or adaptations made to ensure that learners with disabilities or SEND are not placed at a substantial disadvantage compared to their peers. This could include changes to policies, physical environments, teaching methods, assessments or providing additional support.

- **Neurodiversity**
A term that recognises and respects neurological differences such as autism, ADHD, dyslexia and others as natural variations of the human brain. Neurodivergent learners may or may not have a formal SEND diagnosis but may still benefit from support.
- **Graduated Approach**
A four-part cycle (assess, plan, do, review) used to support learners with SEND. It allows provision to be refined and adjusted as needed based on outcomes and progress.
- **External Agencies**
Specialist services such as Educational Psychologists, CAMHS, Speech and Language Therapists, Occupational Therapists or local SEND services, who may be involved in supporting learners with SEND.

4. Legislative and Regulatory Framework

This policy aligns with the following national legislation and statutory guidance:

- **SEND Code of Practice: 0 to 25 Years (2015)**
Guidance on identifying and meeting the needs of children and young people with SEND.
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Children and Families Act 2014**
Establishes the legal framework for SEND support, including the requirement for EHCPs.
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- **Equality Act 2010**
Requires reasonable adjustments to prevent discrimination against individuals with disabilities.
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **Keeping Children Safe in Education (2024)**
Statutory safeguarding guidance ensuring the well-being of all learners, including those with SEND.
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

5. Roles and Responsibilities

- **Director.** Ensures that AMT meets all legal and statutory obligations related to SEND. Oversees the coordination of SEND support, maintains communication with tutors and families and regularly monitors the quality and impact of the provision.
- **Tutors.** Deliver tailored teaching strategies that meet individual learner needs, informed by SEND documentation and learner preferences. Track progress, adjust support as needed and raise any concerns promptly to the Director.

- **Parents/Carers.** Provide relevant background information, including formal diagnoses or learning support documentation and work collaboratively with AMT to support consistent approaches across home and tuition settings.

6. Mental Health and Wellbeing

At AMT, we have a strong emphasis on mental health and believe it is just as important as academic achievement. We recognise that positive mental health is foundational to successful learning. We prioritise building learners' confidence, self-esteem and resilience as essential parts of every tuition session. By creating a supportive and nurturing environment, we help reduce anxiety and stress, enabling learners to approach academic work with a positive mindset.

Our approach integrates social and emotional development with academic progress. We celebrate every step forward, whether academic or non-academic, to encourage motivation and a sense of achievement. Creative activities and opportunities for self-expression are embedded within our sessions to help learners explore their inner creativity and develop a stronger sense of identity.

This holistic approach ensures learners feel valued and understood, empowering them to reach their full potential both inside and outside the classroom.

7. Reasonable Adjustments and Support

AMT is committed to making reasonable adjustments to remove or reduce barriers to learning. These may include:

- Adapted teaching resources or methods tailored to individual learning styles and needs
- Flexible learning schedules to accommodate concentration levels and external commitments
- Use of assistive technology such as speech-to-text software, audiobooks or alternative keyboards
- 1:1 support or small group sessions to provide targeted intervention
- Additional time for assessments and tasks
- Environmental adjustments, including seating arrangements and minimising distractions
- Regular review and adaptation of strategies based on learner feedback and progress

We routinely support learners with a variety of needs, including but not limited to:

- Neurodivergent conditions such as Autism Spectrum Condition (ASC), ADHD, dyslexia, dyscalculia and dyspraxia
- Speech, language and communication needs
- Sensory processing needs
- Mental health-related difficulties (e.g. anxiety)
- Physical disabilities and medical conditions
- Social, emotional and behavioural difficulties
- Gifted learners who may also face additional learning challenges

8. Training and Awareness

All AMT staff and tutors receive training on:

- Understanding different types of SEND
- Inclusive teaching methods
- Reasonable adjustments
- Safeguarding in relation to SEND learners
- Use of assistive technology and specific intervention strategies

AMT invests in regular CPD to ensure all staff are confident and current in supporting learners with a wide range of SEND. Training is ongoing and reflects emerging needs, new technologies and updates in legislation or research. Tutors are encouraged to reflect on their practice and attend relevant SEND courses or webinars throughout the year.

9. Quality Assurance of SEND Provision

AMT is committed to the continuous monitoring and evaluation of SEND provision to ensure that all learners receive effective and appropriate support tailored to their individual needs. This process helps to identify progress, challenges and areas for improvement in a timely manner. Our approach includes:

- **Regular Progress Reviews:**
Tutors conduct ongoing assessments during and after each session to track academic and non-academic progress and engagement. These reviews include qualitative observations and quantitative measures (where appropriate) to gauge understanding and skill development.
- **Personalised Learning Plan (PLP) Updates:**
PLPs for SEND learners are formally reviewed at least once per term or more frequently if needed. These reviews involve tutors, the director, learners and parents/carers to discuss progress against agreed targets, update goals and amend support strategies as necessary.
- **Tutor and SEND Lead Feedback:**
Tutors provide feedback on SEND learners' performance, participation and any emerging needs or concerns. The director consolidates this feedback to monitor patterns and effectiveness of interventions across the organisation.
- **Learner Self-Assessment and Voice:**
Wherever possible, SEND learners are encouraged to participate in self-reflection on their learning experience and progress. This empowers learners and helps tailor support to their preferences and challenges.
- **Parental and Carer Communication:**
Regular communication channels are maintained with parents and carers to share progress updates, celebrate achievements and collaboratively address any concerns. Feedback from families is actively sought to inform ongoing support.
- **Use of Data and Evidence:**
AMT collects and analyses data related to attendance, attainment, behaviour

and engagement for SEND learners to identify trends, gaps or needs for additional support.

- **Quality Assurance and Internal Audits:**
The Director conducts periodic audits of SEND provision, documentation and compliance with policy and statutory guidance. This includes reviewing training records, resources and effectiveness of reasonable adjustments.
- **Adaptation and Continuous Improvement:**
Based on monitoring outcomes, AMT promptly adapts teaching methods, learning resources and support mechanisms to better meet learners' evolving needs.
- **External Reviews and Partnerships:**
Where applicable, AMT works with external specialists, schools and professionals to review SEND support plans and incorporate specialist advice to enhance provision.
- **Rapid Response to Emerging Needs:** Quick action taken when a new need is identified to maintain support.

10. Learner Voice and Participation

At AMT, we firmly believe that learners with SEND have the right to be actively involved in decisions about their education and support. Listening to their views, preferences and experiences is essential to delivering truly personalised and effective SEND provision.

We encourage our SEND learners to:

- Express their views about their learning goals, support needs and the teaching approaches that work best for them.
- Share their experiences of the learning environment, including any barriers they face and ideas for how these can be addressed.
- Participate in setting and reviewing their Individual Learning Plans (ILPs) or Education, Health and Care (EHC) plans, ensuring their voice guides the support they receive.
- Communicate in ways that suit them best, whether verbally, through written or visual aids, assistive technology or with the support of a trusted adult.

To facilitate meaningful participation, AMT provides multiple opportunities and accessible formats for learners to share their views, such as one-to-one discussions, mentoring sessions and supported feedback mechanisms.

This commitment to learner voice is aligned with and supported by our Mental Health and Wellbeing Policy, recognising that empowering SEND learners to participate fully enhances their confidence, independence and overall wellbeing.

By embedding learner participation at the heart of our SEND practice, AMT fosters an inclusive culture where all learners feel valued, respected and in control of their learning journey.

11. Assessment and Exam Support

AMT is committed to providing fair and supportive assessment conditions for learners with SEND. Where learners are assessed, including during formal examinations, we strive to:

- Provide consistent invigilation by the same familiar invigilator to reduce anxiety and promote confidence.
- Implement any agreed reasonable adjustments, such as extra time, rest breaks or use of assistive technology, in line with the learner's needs and legal entitlements.
- Ensure all staff involved in assessment are fully briefed on the specific needs of each learner.
- Communicate clearly with learners and parents/carers regarding assessment arrangements to provide reassurance and transparency.
- Review and adjust assessment support arrangements regularly to respond to changing needs and feedback.

This approach helps create a fair and comfortable assessment environment, supporting SEND learners to perform to their best ability.

12. Complaints

Concerns about SEND provision can be raised informally or formally via the AMT Complaints Policy. All complaints will be dealt with sensitively and in line with statutory guidance.

13. Linked Policies

This SEND Policy should be read in conjunction with the following key documents, which support our commitment to inclusive and effective provision:

- **Reasonable Adjustments Policy**
Detailing how we implement tailored support to meet individual needs
- **Safeguarding Policy**
Ensuring the safety and wellbeing of all learners, including those with SEND
- **Learner Agreement: Code of Conduct**
Outlining expectations for behaviour and mutual respect
- **Complaints Policy**
Providing a clear process for raising and addressing concerns about SEND provision
- **Equality, Diversity and Inclusion Policy**
Promoting equitable and inclusive education for every learner
- **Mental Health and Wellbeing Policy**
Supporting the emotional and psychological wellbeing of SEND learners to foster resilience, engagement and personal growth.

14. Monitoring, Evaluation and Review

- This policy is reviewed annually by the DSL and senior leadership
- Incident logs and response data are evaluated to improve procedures
- Stakeholder feedback (learners, staff, parents) informs improvements
- Lessons learned from safeguarding cases are shared (anonymously) for CPD

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