




## Policy Issues and Updates

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Whole Document – New	1	September 2023
Updates to staffing	2	September 2024
Update to staffing	3	Septemebr 2025

This Policy has been approved by the Senior leaders and Director.

The policy will be reviewed annually unless circumstances arise requiring an early review.

Approved: September 2025

Signature: 

Planned Review Date: August 2026

## SEND POLICY

### **Compliance**

This Policy complies with the statutory requirement laid out in the Children and Families Act 2014, the SEND Code of Practice 0 – 25 (2015), the Disability Equality Act 2010 and Advice for Schools DFE June 2014.

### **Admissions for Candidates with Special Educational Needs / Disability**

Chances Mentoring is an independent school set up for Alternative Provision, Pupils will be referred into Chances Mentoring when the on roll school needs additional support with a student.

The school welcomes all pupils who need additional support and fit into the criteria. Schools are asked to disclose at the point of referral any known disabilities, special educational needs or learning difficulties. They will then be a discussion with the Head of Service and on roll school on what the pupil requires.

### **Ethos**

Chances Mentoring regards the diversity of the school community as a strength which enriches that community. The School is committed to the promotion of positive attitudes to diversity and difference, the celebration of that difference, and to the provision of equal opportunities for all its pupils and staff. The School is mindful of the direct and indirect discrimination that can occur and strives to eliminate any form of inequality or discrimination amongst staff and students.

The school's belief is that every young person is of equal value. We aim to ensure that:

- all students are provided with high quality teaching and learning opportunities both within and beyond the classroom to maximise their academic progress and personal development.
- the needs of students with SEND are identified and appropriate support is provided to remove barriers to their learning.
- students with SEND receive every opportunity to develop to their full potential including their independence skills
- all staff working with pupils with SEND understand their role in relation to these aims and are provided with guidance and training to enable them to respond to the needs of individual pupils
- effective communication and partnership with the parents is developed

### **Definition of Special Educational Needs and Disability (SEND) from the Code of Practice (2015) page 4 and the Equality Act 2010**

A child or young person has SEND 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 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream.

Children and young people have a disability under the Equality Act 2010 if they have:

- limitations going beyond the normal differences in ability which may exist among people.

- A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.
- long term is defined as a year or more
- substantial is defined as more than minor or trivial
- This definition includes sensory impairments and health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEND but some will.

The Equality Act 2010 sets out legal obligations for schools:

- They must not directly or indirectly discriminate against disabled children.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers.

### **Communication with Parents/Carers**

We aim to work in partnership with parents and keep them fully informed of their child's progress. The Head of Centre will be available to respond to email, speak on the telephone or arrange to meet in person at any point during the year at a parent's request, in addition to the meetings called by school.

### **Links with Outside Agencies**

The school may involve specialists at any stage to help with identification of SEND and advise on effective support and adjustments. The pupil's parents will always be involved in any decision to involve specialists. Access to medical services, such as Healthy Young Minds, Speech and Language Therapy, Occupational Therapy, etc can be accessed free of charge. Parents should be aware that when referrals are made to external medical services, children will be placed on a waiting list which may be significantly long.

### **Pupils with Medical Conditions**

The Children and Families Act 2014 requires schools to make arrangements to support pupils with medical conditions. The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education as far as possible. Medical conditions can sometimes have an impact on a pupil's progress and lead to them having special educational needs. Some pupils with medical conditions may be disabled and where this is the case the school will comply with the equality act 2010.

### **English as an Additional Language (EAL)**

A child must not be regarded as having a learning difficulty solely because the language in which he or she is taught is different from a language which is or has been spoken at home. (Section 20(4) Children and Families Act 2014). However, children for whom English is an additional language may need additional support.

### **Safeguarding**

Children with SEND can face additional safeguarding challenges. Staff should understand and be alert to the increased vulnerability in this group of children:-

- Increased possibility of peer on peer abuse
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEND can be disproportionately impacted by bullying without outwardly showing any signs
- Social / communication barriers may prevent children with SEND asking for help

Please refer to the school Safeguarding Policy and Anti-bullying Policy for more information.

## **Roles and responsibilities within the school**

### **Line Manager for SEND**

The Line Manager and SEND Specialist (Shely Davenport) has responsibility for monitoring the management of provision for children with Special Educational needs or Disability.

Is responsible for:

- line management of the full staff team.
- assisting in the development, monitoring and evaluation of the policy for Special Educational Needs and Disability.
- involving all staff and members in SEND development.
- establishing procedural guidelines for all staff.
- ensuring that teachers in the school are aware of their role in identifying and providing for those pupils who have Special Educational Needs or Disability.