



Educ8

Education Delivered with Utmost Care

Educ8 (Luton) Ltd

(Hereinafter referred to as "Educ8")

A bespoke 1:1 tuition service, where the education delivered is tailored to meet the exact requirements of the student involved.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Rationale

At Educ8 we believe that all students have the right of an equal opportunity to reach their potential whatever their abilities or educational need. In order to do this, we aim to provide a positive and successful experience for all students. We believe that the special educational needs of students will best be met by an organisation which is developing good practice for all students, and where all tutors share a responsibility for meeting individual and special needs.

It is our belief that special educational needs are not just a reflection of a student's difficulties or disabilities. They can be related to certain environments and teaching strategies which can make issues easier or more difficult to resolve. Educ8 believes that all students possess individual strengths and needs and that a flexible, differentiated, and personalised response to such strengths and needs is essential if effective progress is to be made. It is also our belief that all students are entitled to a sensitive approach to their abilities and needs in order that they may be fully achieve their potential. We are confident that with high aspirations, and the right support, the majority of young people can go on to become self-assured individuals who achieve successful long-term outcomes in adult life.

Definitions

The Special Educational Needs and Disability (SEND) Code of Practice has identified the following areas of special need:

- Cognition and learning.
- Behaviour – emotional and social development.
- Physical and/or sensory.
- Communication and/or interaction.

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child (of compulsory school age) has a learning difficulty if he or she has:

- A significantly greater difficulty in learning than the majority of others of the same age.
- A disability which prevents or hinders him or her from making use of facilities of a kind provided for others of the same age in other mainstream schools within the Local Authority.

A child (of compulsory school age) has a disability if he or she has:

- A physical or mental impairment.
- The impairment has a substantial and long-term effect (a year or more) on the child's ability to carry out normal day to day activities.

This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision, they will also be covered by the SEN definition.



Educ8

Education Delivered with Utmost Care

Educ8 (Luton) Ltd

(Hereinafter referred to as "Educ8")

A bespoke 1:1 tuition service, where the education delivered is tailored to meet the exact requirements of the student involved.

We aim to, through Educ8's principles of inclusion, meet the needs of students in the defined categories. Under the 2010 Equality Act, we will ensure that:

- Disabled children are not directly or indirectly discriminated against, harassed or victimised.
- Reasonable adjustments, including the provision of auxiliary aids and services, are made to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Aims

- To ensure student access to a broad and balanced curriculum including the National Curriculum, with reasonable adjustments where necessary.
- To provide positive and successful experiences for students and encourage motivation and self-esteem.
- To develop and adopt good practice in identification and assessment of special needs and ensure communication with schools is paramount to good teaching and learning.
- To match the demands of the learning task to the student's capabilities by using flexible teaching styles and strategies including supportive organisation and appropriate differentiation.
- To consult students and encourage their involvement in negotiating appropriate provision.
- To provide support to students and teachers, recognising the importance of joint planning, preparation, record keeping and evaluation.
- To involve the support services of the Local Authority to advise and develop resources for responding to the special needs of students.

To achieve our aims, we will:

- Manage the day-to-day operation of our policy.
- Co-ordinate the provision for and manage the responses to children's special needs.
- Support and advise colleagues.
- Share and monitor the records of all children with special educational needs.
- Act as the link with parents where necessary.
- Act as the link with external agencies and other support agencies.
- Monitor and evaluate the special educational needs provision, and report to the school on progress and provision.
- Manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.
- Contribute to the professional development of all tutors.
- Collaborate with other professionals, colleagues, and parents to ensure a multi-agency approach, where appropriate.
- Tutors shall use a range of strategies to meet children's special educational needs. Sessions shall have clear learning objectives; tutors will differentiate work appropriately and use assessment to inform the next stage of learning.
- Regular meetings shall be had to share the progress of special needs children with their schools and parents.

Success Criteria



Educ8

Education Delivered with Utmost Care

Educ8 (Luton) Ltd

(Hereinafter referred to as "Educ8")

A bespoke 1:1 tuition service, where the education delivered is tailored to meet the exact requirements of the student involved.

- Tutors will know which of their students have special educational needs and what the needs are and be informed of successful strategies that will help students realise their potential most effectively.
- Tutors will know what procedure to follow to ensure appropriate provision is made to meet a special educational need.
- Parents will know what provisions are being made and will be satisfied that the measures are appropriate.
- Students will be confident, make progress and regard their support as helpful and productive.
- Students will make progression into post-16 education, employment, and training.

References:

Equality Act 2010

The Special Educational Needs and Disability Regulation (2014)

The Children and Families Act (2014)

The Special Educational Needs Code of Practice (May 2015)

N K Jones
Review Date

September 2023
September 2024