



New Way Tuition

Special Educational Needs and Disabilities (SEND) Policy

Written by: Managing Director, Mandy Ward on 06th January 2025.

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Statement of Intent

At New Way Tuition, we are committed to providing a supportive and inclusive environment that meets the needs of all our students, including those with Special Educational Needs and Disabilities (SEND). This policy is guided by the principles of the SEND Code of Practice (2015), the Equality Act (2010), and other relevant UK legislation.

We believe that every student has the right to achieve their full potential, regardless of any barriers to learning. This policy sets out how we identify, assess, and support students with SEND, ensuring they receive the help they need to thrive academically, socially, and emotionally.

Legal Framework

This policy has due regard to all relevant legislation, including but not limited to:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation

This policy also considers statutory and non-statutory guidance, including but not limited to:

- DfE (2015) 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years'
- DfE (2015) 'Supporting Pupils at New Way Tuition with Medical Conditions'
- DfE (2021) 'Keeping Children Safe in Education (2020)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental Health and Wellbeing Provision in New Way Tuition'
- DfE (2014) 'New Way Tuition Admissions Code'

This policy operates in conjunction with the following New Way Tuition policies:

- Data Protection Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Complaints Policy

Definitions

A pupil is defined as having SEND if they have:

- Significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from using educational facilities used by peers of the same age.

Under the Equality Act 2010, a disability is a physical or mental impairment that has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

New Way Tuition reviews its capability to provide support across the following areas:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and physical needs

Policy Aims and objectives

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Ensure all students can access a broad and balanced curriculum that meets their individual needs.
- Work collaboratively with students, families, and external agencies to achieve the best outcomes.
- Identify students with SEND as early as possible and implement effective interventions.
- Foster a culture of inclusion and respect throughout our provision.

Roles and Responsibilities

The SENDCO is Kat Steele Katharine@newwaytuition.co.uk

They will:

- Oversee the SEND provision and ensuring compliance with the SEND Code of Practice.
- Coordinate the identification, assessment, and support for students with SEND.
- Develop and review Individual Education Plans (IEPs) in collaboration with students, parents/carers, and teaching staff.
- Liaise with external agencies such as Educational Psychologists, CAMHS, and local authority SEND teams.
- Provide training and support for staff to enhance their understanding and practice regarding SEND.
- Work with the director to determine the strategic development of the SEN policy and provision in New Way tuition
- Advise on the graduated approach to providing SEND support
- Ensure New Way keeps the records of all pupils with SEN up to date

- Ensure that teachers and tutors understand the strategies to identify and support vulnerable pupils.
- Ensure that procedures and policies for the day-to-day running of New Way Tuition do not directly or indirectly discriminate against pupils with SEND.
- Establish and maintain a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensure that the approach to the curriculum considers how it is made accessible for pupils with SEND.
- Liaise with the relevant designated teachers where LAC have SEND.
- Liaise with potential future education providers to ensure that pupils and their parents are informed about their options and that a smooth transition is planned.
- Support tutors in further assessing a pupil's particular strengths and weaknesses and advising on effective implementation of support.

Tutors and teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the Director, and where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, regardless of their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring that every pupil with SEND can study the full national curriculum.
- Being accountable for the progress and development of their pupils.
- Being aware of the needs, desired outcomes, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the Director and lead tutors.
- Keeping the relevant authorities informed about any changes in behaviour, academic progress, and concerns. The relevant authorities include the Director.

Children with Specific Circumstances

Looked After Children (LAC)

New Way Tuition recognises that pupils who are looked after by the Local Authority (LA) may have unique educational needs and are often more likely to have SEND, with many holding an Education, Health and Care (EHC) plan.

The designated member of staff, SENCO and the DIRECTOR will coordinate support for looked after children to ensure they receive appropriate educational provision.

Where the designated role is assigned to someone other than the DIRECTOR, collaboration will occur to ensure that the needs of looked after children with SEND are fully understood by all relevant staff.

English as an Additional Language (EAL)

New Way Tuition will pay special attention to identifying and assessing SEND in pupils whose first language is not English, recognising that language barriers may complicate the assessment of their needs.

Understanding the pupil's background, including their home and community context, is essential for effective identification and support.

In instances of uncertainty regarding a pupil's needs, local resources and community liaison will be utilised to provide guidance.

New Way Tuition acknowledges that having EAL does not inherently indicate learning difficulties. If EAL pupils show slow progress, it will not be assumed that language barriers are the sole reason; other SEND may also be a factor.

All aspects of a pupil's performance across subjects will be examined to determine whether difficulties arise from language proficiency or SEND.

Identifying SEND

At New Way Tuition, we recognise the four broad areas of need outlined in the SEND Code of Practice:

New Way Tuition adopts a clear approach to identifying and responding to SEND, recognising that early identification and effective provision improve long-term outcomes for pupils.

With support from the senior management team (SLT) teachers & tutors will conduct regular progress assessments for all pupils to identify those who are making less than expected progress.

Less than expected progress' will be characterised by the following criteria:

- Progress is significantly slower than age expectations, based on the baseline.
- Progress does not match or exceed the pupil's previous rate of progress.
- The attainment gap is widened due to plateauing progress.

At New Way Tuition, we recognise the four broad areas of need outlined in the SEND Code of Practice:

DfE SEND Code of Practice 2015

There are four areas of need:

Communication and Interaction Difficulties

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of

communication. The profile for every student with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils with an Autistic Spectrum Condition (ASC), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning Difficulties

Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Students may experience a wide range of social and emotional difficulties' which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Difficulties

Some students require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Page 14 of 16 These difficulties can be age related and may fluctuate over time. Many students with a visual impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access school life. Some students with a physical disability (PD) require additional and ongoing support and equipment to access all the opportunities available to their peers.

“Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset”. (SEND Code of Practice 2015)

Identifying pupil's with SEND and assessing needs

- On entry to the academy, all pupils are assessed to identify strengths and needs. Parents/carers are involved in these discussions at the induction meeting
- Information is sought from the pupil's previous school

- We will liaise with other agencies as needed, and refer to other services for further assessment following discussion with parents, e.g. speech and language therapy, educational psychology
- All pupils arriving at New Way previously having an Education, Health and Care Plan /Statement will retain their status

Consulting and involving pupils and parents

Parents/carers are encouraged to be partners in the learning process for their children – this will be done on an ongoing basis, at the point of referral into New Way, at parent meetings, and through reports and, in the case of pupils with a statement or EHCP, through the Annual Review process.

Assessing & Reviewing

We follow the graduated approach and four-part cycle of assess, plan, do, review set out in the SEND Code of Practice when supporting pupils with SEND.

- Where appropriate those pupils with SEND are taught in main classes, and are supported by a learning mentor, teaching assistant or SEND teacher
- Small, targeted intervention groups may be run by teachers, learning mentors, teaching assistants or another professional using additional equipment and resources if required
- The SENDCO and teachers may offer personalised programmes to support pupils with literacy, numeracy, speech and language and social, emotional and mental health needs.
- Specialist resources will be identified to support learning and emotional needs
- There will be appropriate personalised planning/differentiation for pupils with SEND and teaching will be responsive to different learning styles to allow for meaningful and effective learning and inclusion for all
- Outcomes will be set for each pupil, and assessment and testing will be used to identify needs on arrival, to evaluate the impact of interventions and to measure progress
- Each pupil's individual targets for learning and behaviour will be jointly agreed by parents/carers, pupils and staff to inform pupil records and shared with all appropriate adults and regularly reviewed and amended at pupil progress meetings.
- Advice from other professionals and agencies will be used to enhance access to the curriculum
- We will include the pupil's views at all stages of the process

Support for pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We will put in place:

- Transition plans managed by support staff
- Visits to and from future placements
- Personalised reintegration programme to prepare for return to mainstream schools
- Post 16 transition meetings and college visits

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Training

Relevant staff members will keep up to date with any necessary training, which will be provided by the director as well as external agencies, where appropriate. Training will cover both the mental and physical needs of pupils with SEND. The training offered will be delivered to ensure equality, diversity, understanding, and tolerance.

Mental health will be a key consideration for all training that the DIRECTOR participates in, along with any training provided to staff.

During staff induction, all staff will receive SEND training.

Training will cover the following:

- Identifying SEND in pupils
- Liaising with New Way Tuition's DIRECTOR
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- Restraining techniques
- How to develop peaceful learning environments
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to assist with emotional development
- How to support an EHC plan.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term
- reviewing the impact of interventions on a regular basis
- monitoring by the SENDCO
- using provision maps to measure progress
- holding annual reviews for pupils with statements of SEND or EHC plans
- Review EHC plan trackers to assess progress against the pupils' outcomes.

Promoting Mental Health and Wellbeing

New Way Tuition will implement a Social, Emotional and Mental Health (SEMH) Policy.

New Way Tuition will ensure that there is a focus on promoting pupils' resilience, confidence, and ability to learn in subjects across the curriculum.

In a classroom setting positive classroom management and working in small groups will be implemented to promote positive behaviour, social development, and high self-esteem.

Specialist services will be available where a pupil requires such services.

Where appropriate, New Way Tuition will support parents in the management and development of their child.

In a classroom setting- Peer mentoring will be used to encourage and support pupils suffering from SEMH difficulties. Mentors will act as confidants with the aim of easing the worries of their mentees.

When in-house intervention is not appropriate, referrals and commissioning will be utilised instead. New Way Tuition will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-house support will include:

- Supporting the pupil's teacher to help manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- New Way Tuition must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.
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New Way Tuition will consider whether disruptive behaviour is a manifestation of SEMH needs.

New Way Tuition will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

EHC Plans

New Way Tuition will fully cooperate with the Local Authority (LA) when research about the pupil is being conducted. New Way Tuition will provide the LA with any information or evidence needed.

All relevant teachers will be involved in contributing information to the LA.

Where the LA provides a pupil with an EHC plan, New Way Tuition will involve the parents and the pupil in discussions surrounding how New Way Tuition can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

New Way Tuition will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

All reasonable provisions will be made by New Way Tuition to provide a high standard of education. Staff will be briefed about any potential problems, and a procedure will be put in place to deal with certain situations.

New Way Tuition will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic, and time-bound (SMART) outcomes. New Way Tuition will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.

Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan. New Way Tuition will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

Where necessary, New Way Tuition will provide support from an advocate to ensure the pupil's views are heard and acknowledged. New Way Tuition will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

Safeguarding

New Way Tuition recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming, and radicalisation.
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.

New Way Tuition recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

The DSL will that safeguarding concerns, including those linked to SEND, are addressed promptly and appropriately. Mandy Ward will work closely with the SENCO and other staff to ensure that students with SEND are protected and supported.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the Designated Safeguarding Lead (DSL) in collaboration with the DIRECTOR.

Confidentiality

New Way Tuition will not disclose any EHC plan without the consent of the pupil's parents, except for disclosures:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of New Way Tuition and the LA.
- To any person in connection with the pupil's application for the Disabled Students' Allowance prior to taking up a place in higher education.
- To the Director (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

New Way Tuition will always adhere to pupil confidentiality protocols.

Resolving Disagreements

New Way Tuition is committed to resolving disagreements between pupils and the institution.

In carrying out its duties, New Way Tuition:

- Supports the early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in its Complaints Procedures Policy, which is available for disagreements across special educational provision and health and care provision in relation to EHC plans and tribunals.

New Way Tuition's Complaints Procedures Policy will be published on its website; additionally, New Way Tuition will publish details regarding how complaints from parents of children with SEND will be handled.

Monitoring and Review

The policy will be reviewed annually by the DSL, Mandy Ward; any changes made to this policy will be communicated to all staff members, parents of pupils with SEND, and relevant stakeholders through New Way Tuition's website and at introductory meetings.

All staff members are required to familiarise themselves with this policy as part of their induction programme.

The next scheduled review date for this policy is 06 January 2026.

Policy Issued By: Mandy Ward

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