

Labyrinth Education

SEND and Inclusion Policy

Date of Issue: April 2025

Next Review Date: April 2027

Distribution: All staff and stakeholders

Owner: Senior Leadership Team

Policy Lead: Head of Education

Scope and Legal Status This policy complies with:

- Part 6, paragraph 24 (3) (b) of The Education (Independent School Standards Compliance Record) (England) Regulations.
- The Children and Families Act 2014 and associated regulations, including the Special Educational Needs and Disability (SEND) Regulations 2014.
- The Equality Act 2010 and Public Sector Equality Duty 2011.

This policy applies to all educational settings within Labyrinth Education, covering all activities, including those outside standard education hours. It applies to all staff, including teaching, support, and administrative personnel, as well as external professionals and volunteers.

Definition of Special Educational Needs (SEND)

A learner has SEND if they have a learning difficulty or disability requiring additional or different provision from what is generally available. This includes learners who:

- Have significantly greater difficulty in learning than their peers.
- Have a disability preventing or hindering them from accessing typical educational facilities.
- Require special educational provision that goes beyond what is generally offered in mainstream education settings.

Labyrinth Education's SEND Aims (Intent)

- Provide a dynamic, inclusive, and responsive learning environment tailored to individual needs.
- Promote high expectations and aspirations, ensuring learners reach their full potential.
- Deliver a differentiated curriculum designed to support learners with a variety of SEND profiles.
- Foster a culture of independence, resilience, and self-advocacy in learners.
- Engage in multi-agency collaboration to provide holistic support.

- Actively involve parents, carers, and learners in decision-making and educational planning.
-

Principles

Labyrinth Education supports a diverse range of additional needs, including but not limited to:

- Autism Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Speech, Language, and Communication Needs (SLCN)
- Social, Emotional, and Mental Health (SEMH) needs
- Dyslexia, Dyspraxia, and Dyscalculia
- Sensory Processing Disorders

Our approach includes:

- Regular review of the quality and breadth of our SEND provision.
 - Promoting a strengths-based approach to learning and support.
 - Implementing evidence-based intervention strategies.
 - Implementing therapeutically informed approaches to learning, communication and behaviour support.
 - Embedding therapeutic support to learners within the curriculum.
 - Ensuring accessibility and reasonable adjustments in compliance with the Equality Act 2010.
-

Roles and Responsibilities

Leadership Team:

- Oversees SEND provision and strategy across Labyrinth Education.
- Ensures compliance with legal requirements and best practices.
- Liaises with external agencies and professionals.

Teachers and Tutors:

- Implement SEND strategies within the classroom and learning environments.
- Differentiate learning to ensure accessibility.
- Monitor and assess progress, adapting teaching approaches accordingly.

Support Staff and Specialists:

- Deliver targeted interventions and one-on-one support.

- Work collaboratively with teachers and parents to enhance learning outcomes.
-

Provision and Approach

Labyrinth Education follows the **Assess-Plan-Do-Review** model:

1. **Assess** - Identify learners' needs through observation, assessment, and consultation.
2. **Plan** - Develop personalised learning plans with clear targets and strategies.
3. **Do** - Implement interventions and differentiated teaching methods.
4. **Review** - Evaluate effectiveness and make necessary adjustments.

Preparing for Adulthood (PFA)

Labyrinth Education provides a bespoke, fluid curriculum that meets the needs of all learners, with the PFA targets at the heart of the curriculum focus. Lessons are adapted to provide learners with the best opportunities to progress towards their own EHCP outcomes, whilst experiencing learning through real world contexts.

Strategies include:

- Structured routines with visual supports.
 - Multi-sensory teaching approaches.
 - Social skills development and emotional regulation programs.
 - Personalised timetables and alternative learning environments.
 - Speech and language therapy, occupational therapy, and assistive technology where needed.
-

Annual Reviews and Transitions

Labyrinth Education conducts regular reviews in collaboration with parents, professionals, and learners.

- Learners with Education, Health, and Care Plans (EHCPs) have an annual review to assess progress and update goals.
 - Transition planning is embedded, ensuring smooth progression into further education, employment, or independent living.
-

Partnerships with Parents and Carers

- Regular communication through meetings, reports, and digital platforms.
- Active parental involvement in planning and review processes.
- Transparent and supportive collaboration with families to reinforce learning at home.

Expertise and Staff Training

- All staff receive core training in Autism, Trauma-Informed Practice, and Differentiation Strategies.
- All staff are encouraged to explore adaptive teaching strategies for more immediate responses to learners education needs and share good practice amongst the team.
- Ongoing professional development ensures best practice in supporting learners with SEND.
- Specialist staff provide additional expertise in therapeutic and alternative educational approaches.
- All staff are trained to embed a Total Communication approach, ensuring all resources, teaching strategies and lesson delivery implement strategies to breaking down barriers of communication for all learners.

Evaluating Effectiveness

Effectiveness is measured through:

- Progress tracking against EHCP targets and personalised learning goals.
- Baselining of learners core skills in all subject areas.
- Learner and parental feedback.
- Regular audits and reviews conducted by the Head of Inclusion.

Complaints Procedure

- Concerns about SEND provision should be raised with the Head of Education.
- Formal complaints follow the Labyrinth Education Complaints Policy.
- Parents of learners with disabilities may escalate concerns to the SEND Tribunal if necessary.

Monitoring and Review

This policy is reviewed **every two years** or sooner if required due to regulatory changes or organisational developments.

Links with Other Policies

This policy should be read alongside:

- Curriculum Policy
 - Accessibility Plan
 - Equalities Policy
 - Behaviour and Wellbeing Policy
-

Labyrinth Education is committed to fostering an inclusive and supportive learning environment where all learners can thrive, regardless of their needs. Our policy reflects a forward-thinking and responsive approach to SEND, ensuring every learner receives the support they need to succeed.