



ABLE Education Policy Document

Special Education Needs and Disabilities (SEND) Policy

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1. Definition of Special Educational Needs and Disability (SEND)

According to the Special educational needs and disability code of practice: 0 to 25 years (2015)¹, 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if he, she or they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For further guidance, please see the Special educational needs and disability code of practice: 0 to 25 years, 2015 (The SEND Code of Practice, 2015).¹

Children are not regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. ABE Education will have due regard for the Special Needs Code of Practice 2015 when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child.

A child with SEND could present with difficulties in:

- **Communication and interaction:** in expressing themselves or understanding what others are saying
- **Cognition and Learning:** in acquiring basic skills in school
- **Social and Emotional Mental Health:** in peer interactions or relating to adults or conducting themselves in a manner appropriate for the situation
- **Sensory and/or Physical:** such as a hearing or visual impairment, medical conditions which may slow down a child's progress and/or involves treatment that affects their education.

¹ <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

2. Overview

The SEND Code of Practice (2015) highlights the rights of all children and young people to receive an appropriate education, with opportunities for them to reach their goals. The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 (the Act) and associated regulations, and applies to England. It came into force in September 2014 and was last revised in September 2024.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation and statutory guidance:

- Part 3 of the Children and Families Act 2014², which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations (2014)³, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.
- Supporting pupils at school with medical conditions (2014)⁴
- ABL Education's Child Protection and Safeguarding Policy

3. Aims and Objectives

ABLE Education value all pupils and we actively celebrate diversity of experiences, interests, and achievements. We believe that all pupils need to experience praise, recognition and success, and pupils with SEND have an equal entitlement to this.

This policy outlines the framework for our provision to meet its daily duties, obligations, and equality values to provide a high-quality education to all its pupils, including pupils with SEND, and to do everything it can to raise the aspirations and expectations of all our students with SEND.

The main purpose of this SEND policy is to describe how ABL Education will:

- Identify children or young people with SEND needs
- Create greater choice and control for young people over their support
- Collaborate between education, health and social care
- High quality provision to meet the needs of children and young people with SEND

² <http://www.legislation.gov.uk/ukpga/2014/6/part/3>

³ <http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

⁴ <https://assets.publishing.service.gov.uk/media/5ce6a72e40f0b620a103bd53/supporting-pupils-at-school-with-medical-conditions.pdf>

- Monitor and evaluate the progress of student who have SEND
- Remove barriers to learning
- Help prepare young people for adulthood e.g. college

Through successful implementation of this policy, the provision aims to:

- Eliminate discrimination.
- Promote equal opportunities.
- Foster good relationships between pupils with SEND and pupils without SEND.

The provision will work with all stakeholders on the following processes and practices, which underpin this policy:

- The involvement of children, parents, and young people in decision-making
- The identification of children and young people's needs
- Collaboration between education, health, and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

4. Roles and Responsibilities

The Head of Provision

ABLE Education's Head of Provision is responsible for:

- Liaising with the Special Services Section of the Local Authority.
- Managing staff responsible for SEND provision and teaching.

The Special Educational Needs Coordinator (SENCo)

ABLE's Special Educational Needs Coordinator (SENCo), Johanna Imade, is responsible for:

- Ensuring the SEND Code of Practice (2015) is followed by all working within the provision
- Supporting designated staff to complete paperwork, managing reviews, supporting staff, students, and parents
- Liaising with appropriate professionals to provide support and offering appropriate interventions for students
- Providing data on progress for SEND students within the school
- Supporting staff to identify needs and to provide a supportive package
- Monitoring and reviewing Personal Learning Plans; Education, Health and Care Plans (EHCPs) and Annual reviews
- Monitoring SEND progress
- Supporting the development of appropriate training for staff across the provision

Tutors

ABLE's tutors are responsible for:

- Providing high quality tutoring to all students
- Ensuring that a wide variety of learning opportunities are provided through well planned lessons
- Being aware of the SEND Code of Practice (2015)
- Ensuring all students have access to curriculum
- Ensuring appropriate plans are in place to support the student's needs, such as Personal Learning Plans
- Ensuring student and parents are considered and included in planning and review process
- Completing the necessary paperwork to support Head of Provision
- Ensuring they have completed training provided by the provision

5. SEND at ABLE Education

ABLE believes all students should have the right to maximise their potential and achieve their personal best. ABLE caters for the needs of students of all abilities across the four broad areas of needs. These four areas give an overview of the range of needs that ABLE plans for:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

At ABLE we are committed to and focused on aiding young people to achieve their desired outcomes and enabling them to attain high levels of achievement. At ABLE we work one-to-one with pupils, allowing us to tailor our lessons to students' learning differences and in the process remove barriers to the students' learning. We offer a flexible, personalised approach to learning, promoting students' strengths. Prior to allocating a student to a tutor, they are carefully matched and the tutor is informed of students' needs before they decide to take them on.

When both devising and implementing tasks for specific groups of students, tutors pay careful attention to the implementation of differentiated learning strategies. Students' participation and collaboration with parents and external agencies is seen as key to our SEND work. Differentiation occurs when there is planned intervention by the tutor with the intention of maximising the achievements of students based on their differing individual needs. Differentiation can be described as having five main components:

- Resources
- Tasks
- Response
- Support
- Group Structure

Each of the five components of differentiation are explored in detail below. The most important prerequisite for good differentiation is good and accurate knowledge of the students. This relies upon liaison with those responsible for the care of each student.

Resources

All resources used should meet the criteria below:

Have an appropriate readability level and/or be easily understood

Tutors should differentiate tasks to ensure individual students are being taught at the correct level that allows them to access the work, whilst their abilities are being stretched. They should also consider the pace at which students are able to work when setting assessment deadlines.

Tutors at ABLE aim to use familiar language and everyday examples in discussions with the students. Lastly, prior to planning lessons or creating resources, tutors take into consideration learning styles and information noted on the students' individual learning plan (ILP).

Be easy to use

Any worksheets provided by the tutor are word processed in clear font with clear instructions to enable students to easily understand what is required to complete the task.

Be well designed

All resources delivered to students should be of high quality and well designed. Tutors create or select their own resources and materials based upon the individual needs of their students.

Be in many different forms

Examples of different forms of resources include design/drawing materials, various props, texts (including library material), worksheets, visual aids, booklets, PC, CD ROM, YouTube, Tape/Video/DVD recordings, etc. It is essential that the tutors at ABLE take into consideration the extent to which, and the means by which, students with strong preferences for particular learning styles can be accommodated. More specifically, they should consider how the student learns best and create resources to ensure the learner is engaged in the lesson and understands the content.

Build study skills

Tutors should return each student's written work with constructive feedback so that students are aware of expectations and how to further develop. When appropriate, tutors should produce book lists and study guides for use in the library. For GCSE and other formal examinations, tutors should support the student's revision programme, by going over specific questions from past exams and clarifying the finer points of 'examination technique.'

Tasks

Devising and implementing tasks

When both devising and implementing tasks for specific groups of students, tutors should pay careful attention to a wide range of factors, including:

- The language in which the tasks are presented and explained.
- The way that explanations are constructed.
- The kinds of key terms and concepts involved.
- The cognitive levels at which the students can operate, and their ability to structure information.
- The students' abilities to engage in research and to study independently.
- The students' technical, organisational and (where appropriate) creative competencies.
- The nature and relative demands and hazards of the materials, tools, techniques, props and resources to be used.

Extension tasks should be designed for students with higher prior attainment so that they can be challenged academically within lessons. Conversely, tutors may also find that students with lower prior attainment may need tasks to be broken down into component parts, require more instruction, or need additional aids and support.

Tasks should:

Show variety

Variety should be present throughout a topic and within a session if possible and be evident in each student's programme of study.

Be suitable for the abilities of the students

ABLE has a variety of resources and strategies that can be used to further support students' ability. Tutors should assess and review student's comprehension, this can be done via direct questioning. They should make a particular point of starting from a position of existing knowledge and skills, set in a familiar context. They should then move on to new experiences, after consolidating what has been learnt before and establishing whether or not it has been retained. Both written and spoken questions/vocabulary should be structured to enable students of all abilities to understand and respond.

Have a structure that enables the student to stay on task

Tutors should explain all tasks to the students and provide visual resources to enable students to understand the requirements of the subject they are studying where appropriate. Additional source material may also be displayed, for students to refer to.

Match the student's interests

Tutors should review and assimilate the interests of the learner and tailor work where possible to match this.

Allow for choices to be made by the student

In certain circumstances it may be possible for students, with the tutor's guidance, to choose the order in which to research their subjects. This includes the skills and techniques they use and the form of the presentation they wish to make.

Allow the tutor to build a learning route through a study topic

Each student's programme of study should be designed to allow for continuity and progression. The tutor and student will create their own personalised route through the subject studied, which should be linked to the National Curriculum where appropriate.

The response

The need for tutors to become appropriately familiar with their students' ability levels in the different areas and aspects of their education is fundamental to successful differentiation.

The response should:

Make study objectives clear to students

Each programme of study should clearly detail the topics studied in each long-term teaching period.

Make assessment criteria clear to students

Tutors should involve students in assessing their own achievements and give them access to all assessment criteria.

Create a positive atmosphere

Tutors should create a positive atmosphere in which students are able to discuss their work. Tutors should encourage students to comment on and discuss their work in positive ways.

Allow for students to implement their own targets and goals

Students should be able to set their own personal targets and outcomes that they would like to achieve within the academic year or long term within their personal development sessions.

Reflect

Is it essential to reflect upon what the student has achieved and consider the student's previous achievements. Tutors should endeavour to use constructive criticism and advice at all opportunities.

6. Role of parents and carers

ABLE is committed to partnering with parents and carers to educate children and young people. At ABLE there is a strong emphasis on developing and maintaining relationships between home and the provision to ensure that the young people make the best possible progress.

7. Monitoring and Review

This policy is reviewed on an annual basis to ensure the aims of the policy are carried out in accordance with ABLE's equality obligations.

If you have any suggestions or comments regarding this policy, please email admin@able-education.co.uk.

8. Complaints

If there are any complaints relating to the provision for pupils with SEND, these will be dealt with, in the first instance, by the Head of Provision. In the case of an unresolved complaint, the Local Authority may be involved.

Email: admin@able-education.co.uk.