

# Special Educational Needs and Disabilities (SEND) Policy

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# 1. Policy Statement

Liberation Learning is committed to providing inclusive and accessible tuition for all Primary school children (Key Stage 1 & 2), recognising and valuing the diverse needs and abilities of every student. We believe that all children, including those with Special Educational Needs and Disabilities (SEND), have the right to access high-quality education and achieve their full potential.

While we are a private tuition provider and not a statutory educational setting, we endeavour to identify, understand, and, where appropriate and within our capacity, adapt our tuition to support students with SEND. This policy outlines our approach to identifying, assessing, and supporting students with SEND, ensuring effective communication and collaboration with parents/guardians and, where relevant, other professionals.

# 2. Scope

This policy applies to:

- All Liberation Learning staff, including tutors, administrative staff, and management.
- All pupils receiving tuition from Liberation Learning (KS1 & KS2).
- Parents/guardians of pupils receiving tuition from Liberation Learning.

# 3. Aims of this Policy

This policy aims to:

- Outline Liberation Learning's commitment to supporting students with SEND.
- Establish clear procedures for identifying and understanding the SEND of students enrolled in our tuition programmes.
- Ensure that tutors are aware of their responsibilities in supporting students with SEND.
- Promote effective communication and collaboration with parents/guardians regarding their child's SEND.
- Ensure that the tuition provided is, as far as reasonably practicable, adapted to meet the individual learning needs of students with SEND.
- Guide staff on when and how to seek further advice or suggest external support beyond our direct tuition provision.

## 4. Definition of Special Educational Needs and Disability (SEND)

In line with the SEND Code of Practice: 0 to 25 Years (2015), 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 has a learning difficulty or disability if:

- they have a significantly greater difficulty in learning than the majority of others of the same age; or
  - they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- **Special educational provision** means educational or training provision that is additional to or different from that generally made for others of the same age.

SEND can cover a wide range of needs, including:

- **Communication and Interaction:** e.g., Speech, Language and Communication Needs (SLCN), Autistic Spectrum Disorder (ASD).
- **Cognition and Learning:** e.g., Specific Learning Difficulties (SpLD) like dyslexia, dyspraxia, dyscalculia; Moderate Learning Difficulties (MLD); Severe Learning Difficulties (SLD).
- **Social, Emotional and Mental Health Difficulties (SEMH):** e.g., ADHD, anxiety, depression.
- **Sensory and/or Physical Needs:** e.g., Visual Impairment (VI), Hearing Impairment (HI), Physical Disability (PD).

## 5. Roles & Responsibilities

**Director/Owner (Angela Taghizadeh):** Overall responsibility for the implementation and effectiveness of this policy, ensuring appropriate resources and training. Acts as the designated SEND Lead.

**SEND Lead (Angela Taghizadeh):** Responsible for overseeing the identification and support for pupils with SEND, providing guidance to tutors, liaising with parents/guardians regarding SEND, and managing external referrals.

**Tutors:** Responsible for:

- Being aware of pupils' declared SEND.
- Making reasonable adjustments to tuition delivery to support students with SEND within the scope of our services.

- Monitoring the progress and engagement of students with SEND.
- Communicating observations and concerns about a student's learning or potential SEND to the SEND Lead.
- Engaging in professional development related to SEND where appropriate.

**Parents/Guardians:** Responsible for:

- Informing Liberation Learning of any known SEND, diagnoses, or significant learning difficulties their child has, or concerns they may have, at the point of enrolment or as soon as they arise.
- Providing relevant documentation (e.g., EHCP, professional reports) to Liberation Learning to aid understanding and support.
- Collaborating with Liberation Learning to support their child's learning.

## 6. Identification & Assessment of SEND

### 6.1 Initial Information Gathering

Upon enrolment, parents/guardians will be asked to disclose any known SEND or learning difficulties their child may have, or any concerns they hold regarding their child's learning.

Parents/guardians are encouraged to provide any relevant reports (e.g., educational psychology reports, medical diagnoses, EHCPs) that may help Liberation Learning understand their child's needs.

### 6.2 Ongoing Observation and Monitoring

Tutors will continuously observe student engagement, progress, and any emerging learning difficulties during tuition sessions.

If a tutor has concerns about a student's learning or behaviour that suggests potential SEND, they will discuss these observations with the SEND Lead.

### 6.3 Discussion with Parents/Guardians

If Liberation Learning identifies a potential SEND or a specific learning need that requires further attention, the SEND Lead will arrange a discussion with the parents/guardians to share observations and gather further information.

This discussion may explore the child's strengths, areas for development, and any strategies that have been successful previously.

**Note:** Liberation Learning does not conduct formal SEND assessments, but relies on information provided by the parent/guardian and observations.

## 7. Provision for Pupils with SEND

Liberation Learning provides "additional to or different from" support within the context of private tuition. Our approach is based on a cycle of "Assess, Plan, Do, Review".

### 7.3 Assess

Gather information from parents/guardians, previous reports, and tutor observations.

Identify the student's specific learning needs and barriers to learning within the tuition context.

### 7.4 Plan

Based on the assessment, the SEND Lead, in consultation with the tutor and parents/guardians, will develop a plan outlining how Liberation Learning will adapt its tuition approach.

This plan might include:

- Specific teaching strategies to be employed by the tutor.
- Adjustments to resources or materials.
- Consideration of the learning environment.
- Specific goals or targets within the tuition sessions.
- Frequency and duration of sessions (if relevant).

### 7.5 Do

The tutor implements the agreed strategies and adaptations during tuition sessions.

The SEND Lead provides support and guidance to the tutor as needed

### 7.6 Review

Progress will be regularly reviewed by the tutor and the SEND Lead, often in communication with parents/guardians.

The effectiveness of the strategies will be evaluated, and the plan will be adjusted as necessary.

Examples of Reasonable Adjustments within Tuition (subject to individual needs and capacity):

- Breaking down tasks into smaller, manageable steps.
- Using visual aids, multi-sensory approaches, or different learning styles.
- Allowing extended time for tasks or responses.
- Providing frequent positive reinforcement and encouragement.
- Adapting communication styles.
- Using assistive technology where appropriate (e.g., larger fonts, specific software, if available).
- Adjusting the pace of the lesson.
- Providing a quiet, less distracting learning environment if possible (especially for in-person tuition).

## 8. Collaboration with External Professionals and Agencies

Liberation Learning is a private tuition provider and does not have a statutory role in the formal assessment or provision of SEND as a school does.

Where a pupil's needs are beyond the scope of what Liberation Learning can reasonably provide through tuition, or if a formal diagnosis or statutory assessment is required, the SEND Lead will advise and encourage parents/guardians to:

- Liaise with their child's school SENCo (Special Educational Needs Coordinator).
- Seek advice from their GP.
- Contact the Local Authority's SEND team.
- Consider seeking independent professional assessments (e.g., educational psychologist, speech and language therapist).

With explicit parental consent, Liberation Learning can liaise with other professionals (e.g., school SENCo) to ensure a holistic approach to the child's learning.

## 9. Training & Professional Development

Liberation Learning is committed to ongoing professional development for its staff. Tutors will receive training on:

- Understanding common SEND conditions.
- Inclusive teaching strategies.
- Identifying emerging learning difficulties.
- Effective communication with parents/guardians regarding SEND.

## 10. Accessibility

Liberation Learning strives to make its tuition environment as accessible as reasonably possible. We will consider individual needs when determining the suitability of tuition spaces (for in-person sessions) and online platforms.

## 11. Complaints

Any complaints regarding the provision or management of SEND at Liberation Learning should be made in accordance with our Complaints Procedure Policy.

## 12. Monitoring and Review

This SEND Policy will be reviewed annually by the Director/SEND Lead, or sooner if there are changes in legislation, guidance, or significant changes in the needs of our student population. The policy will be updated as necessary to ensure its continued effectiveness and relevance.

## 13. Contact Information

For any questions regarding this SEND Policy or to discuss a child's special educational needs, please contact:

SEND Lead: Angela Taghizadeh

Email: [Angela.Taghizadeh@liberationlearning.co.uk](mailto:Angela.Taghizadeh@liberationlearning.co.uk)

## 14. Useful Resources for Parents/Guardians

SEND Code of Practice: 0 to 25 Years (2015): The statutory guidance for organisations that work with and support children and young people with SEND.

IPSEA (Independent Provider of Special Education Advice): [www.ipsea.org.uk](http://www.ipsea.org.uk) (Provides free and independent advice for parents on SEND law)

Contact (for families with disabled children): [www.contact.org.uk](http://www.contact.org.uk)

Local Authority SEND Local Offer: Search online for "SEND Local Offer" for information on local services and support.