

Special Educational Needs and Disabilities (SEND) Policy

This policy was updated: **September 2024**

This policy will be reviewed: **September 2026**

Statutory policy? **Yes**

Introduction

The Special Educational Needs and Disabilities (SEND) Policy at Nulogic Training aims to ensure that all learners with SEND are supported effectively so they can access education, develop confidence and achieve positive outcomes.

This policy sets out how Nulogic Training will identify, support and make appropriate provision for learners with special educational needs and disabilities. It outlines the responsibilities of staff and the approaches used to ensure learners with SEND are able to participate fully in education and make progress in line with their individual needs.

Nulogic Training is committed to creating an inclusive environment where all learners are valued and supported. We recognise that learners attending the provision may present with a wide range of additional needs and barriers to learning. Our approach focuses on removing these barriers through appropriate support, personalised strategies and collaborative working with referring schools, parents/carers and external professionals.

The aims of this policy are to:

- Ensure that Nulogic Training implements national legislation and guidance relating to Special Educational Needs and Disabilities, including the SEND Code of Practice (2015).
- Identify learners with SEND as early as possible and ensure appropriate support is put in place.
- Provide high-quality support and provision that enables learners with SEND to access the curriculum and educational opportunities offered by the provision.
- Ensure learners with SEND are able to participate fully in all aspects of provision life where appropriate.
- Support learners with SEND to develop confidence, independence and resilience.
- Work in partnership with referring schools, parents/carers, local authorities and external agencies to ensure learners receive appropriate support.
- Ensure that learners and their parents/carers are involved in decisions relating to their education and support.
- Ensure that staff understand their responsibilities in supporting learners with SEND and that the policy is implemented consistently across the provision.
- Monitor and review the effectiveness of SEND provision to ensure positive outcomes for learners.

Vision and Values for Learners with SEND

At Nulogic Training, we are committed to providing an inclusive, supportive and responsive learning environment where all learners, including those with Special Educational Needs and Disabilities (SEND), can access education and achieve positive outcomes.

We recognise that learners attending the provision may present with a wide range of needs, including social, emotional and mental health needs, learning difficulties and other barriers to education. Our approach focuses on removing barriers to learning and providing personalised support so that every learner can engage with education and make meaningful progress.

Nulogic Training is committed to ensuring that all learners have access to a broad and balanced curriculum that is adapted to meet individual needs. We aim to provide a flexible and supportive learning environment where provision is tailored to the needs, abilities and aspirations of each learner.

Our vision is to create a provision where learners feel safe, valued and supported to develop confidence, independence and resilience. We believe that with the right support, guidance and opportunities, all learners can thrive and achieve their potential.

In practice this means:

- Providing personalised learning approaches that respond to the individual needs of learners with SEND.
- Ensuring appropriate support strategies and reasonable adjustments are in place to help learners access learning.
- Working closely with referring schools, parents/carers, local authorities and external professionals to ensure learners receive coordinated support.
- Regularly reviewing learner progress and adapting support where necessary.
- Supporting learners to develop social skills, emotional regulation and confidence alongside academic development.
- Promoting an inclusive environment where all learners are respected and supported to participate in education.

Through these approaches, Nulogic Training aims to ensure that learners with SEND are able to engage in education, develop their skills and work towards positive future pathways.

Legislation and Guidance

This policy is based on the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015). It also takes into account guidance from Keeping Children Safe in Education and Working Together to Safeguard Children.

The policy is informed by the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out responsibilities for children and young people with SEND.
- The Special Educational Needs and Disability Regulations 2014, which outline duties relating to Education, Health and Care (EHC) plans and SEND provision.
- The Equality Act 2010, which requires education providers to make reasonable adjustments for learners with disabilities and prevent discrimination.

Nulogic Training works in partnership with referring schools, local authorities, parents/carers and external professionals to ensure learners with SEND receive appropriate support and access to education.

Inclusion and Equal Opportunities

At Nulogic Training, we are committed to creating an inclusive learning environment where all learners, regardless of their needs or abilities, are able to access education and achieve positive outcomes.

We aim to provide a broad, balanced and supportive curriculum that allows learners to develop their skills, confidence and aspirations.

We will achieve this by making reasonable adjustments to teaching approaches, the curriculum and the learning environment to ensure that learners with SEND are able to participate in all aspects of provision life and access appropriate support.

Definitions

Special Educational Needs

A learner has Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special educational provision to be made for them.

A learner is considered to have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other learners of the same age.

Disability

Learners are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Nulogic Training will make reasonable adjustments for learners with disabilities so that they are not placed at a substantial disadvantage compared with others.

The Four Areas of Need

The needs of learners with SEND are broadly grouped into four areas:

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

Learners may have needs that span more than one area, and their needs may change over time. Support and interventions will therefore be tailored to meet the individual needs of each learner.

Communication and Interaction

Learners with needs in this area may have difficulty communicating with others. They may find it difficult to understand spoken language, express themselves clearly or follow the social rules of communication.

Learners on the autism spectrum may have needs that fall within this category.

Cognition and Learning

Learners with cognition and learning difficulties may learn at a slower pace than others of the same age. A wide range of needs fall within this area, including:

- Specific learning difficulties affecting particular areas of learning, such as dyslexia, dyscalculia or dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, where learners may have complex learning needs alongside physical or sensory impairments

Social, Emotional and Mental Health

These needs may reflect a wide range of underlying difficulties. Learners may experience:

- Mental health difficulties such as anxiety, depression or eating disorders
- Attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment difficulties
- The impact of adverse childhood experiences

These needs may present in different ways, including challenging behaviour, disruption, withdrawal or difficulties forming relationships.

Sensory and/or Physical Needs

Learners with sensory or physical needs may have a disability that affects their ability to access educational facilities.

This may include:

- Sensory impairments such as visual impairment, hearing impairment or multi-sensory impairment
- Physical disabilities

These learners may require additional support, specialist equipment or adjustments to enable them to access learning and activities.

Roles and Responsibilities

The SEND Lead / SENCO

The SEND Lead (SENCO) at Nulogic Training is responsible for coordinating support for learners with special educational needs and disabilities.

The SEND Lead will:

- Work with staff to identify learners who may have SEND and ensure appropriate support is put in place.
- Liaise with referring schools, parents/carers, local authorities and external professionals regarding the needs of learners.
- Oversee the day-to-day implementation of this SEND policy and coordinate support for learners with SEND, including those with Education, Health and Care Plans (EHCPs).
- Provide guidance and support to staff to ensure learners with SEND receive appropriate support and access to learning.
- Ensure that appropriate strategies and reasonable adjustments are in place to support learners with SEND.
- Work with external agencies and professionals to ensure learners receive appropriate support where required.
- Ensure accurate and up-to-date records are maintained for learners with SEND.
- Support transition arrangements by sharing relevant information with referring schools or future education providers where appropriate.
- Monitor the effectiveness of SEND provision and review support arrangements where necessary.

Leadership and Oversight

As a non-registered Alternative Provision, Nulogic Training does not operate with a governing board or board of trustees. Oversight of SEND provision is therefore the responsibility of the Company Directors and provision leadership team.

The leadership team at Nulogic Training is responsible for ensuring that:

- Learners with SEND receive appropriate support to access education.
- Provision for learners with SEND is monitored and reviewed regularly to ensure it remains effective.
- Staff understand their responsibilities in identifying and supporting learners with SEND.
- Appropriate communication takes place with referring schools, parents/carers and local authorities regarding learners' needs and progress.
- Reasonable adjustments are made to support learners with disabilities in accordance with the Equality Act 2010.
- Accurate records of SEND support and provision are maintained.
- Staff receive appropriate guidance and training to support learners with additional needs.

Nulogic Training works collaboratively with referring schools, local authorities and external professionals to ensure that learners with SEND receive coordinated support and appropriate provision.

Senior AEP (Alternative Education Pathways) Leads

The Senior AEP Leads have overall responsibility for ensuring that learners with Special Educational Needs and Disabilities (SEND) receive appropriate support within the provision.

The Senior AEP Leads will:

- Work with the SEND Lead (SENCO) to support the strategic development of SEND provision at Nulogic Training.
- Ensure that Nulogic Training meets its responsibilities under the Equality Act 2010, including making reasonable adjustments where required.
- Maintain oversight of the provision and progress of learners with SEND.
- Work collaboratively with referring schools, parents/carers, local authorities and external professionals to ensure appropriate support is in place for learners.
- Ensure that the SEND Lead has sufficient time and support to carry out their responsibilities effectively.
- Support staff development by identifying training needs relating to SEND and incorporating these into staff training and professional development.
- Work with the SEND Lead to review the effectiveness of SEND support within the provision and make improvements where required.
- Ensure appropriate communication takes place with referring schools and local authorities regarding learners who may require additional support or assessment.

Tutors and Teaching Staff

All tutors and teaching staff at Nulogic Training are responsible for supporting learners with Special Educational Needs and Disabilities (SEND). Staff responsibilities include:

- Planning and delivering high-quality teaching that is adapted to meet the individual needs of learners through a graduated approach.
- Monitoring the progress and development of learners within their sessions.
- Working with the SEND Lead and other staff to plan, implement and review support strategies and interventions.
- Identifying learners who may require additional support and raising any concerns with the SEND Lead.
- Contributing to the review of learner progress and adapting provision where necessary.
- Ensuring they follow the SEND policy and relevant support plans or strategies in place for individual learners.
- Communicating appropriately with the SEND Lead and relevant professionals regarding the needs and progress of learners with SEND.

Where appropriate, Nulogic Training will work with referring schools, parents/carers and external professionals to ensure that learners receive coordinated support.

Parents and Carers

Parents or carers are encouraged to inform Nulogic Training if they have any concerns about their child's progress, wellbeing or development.

Parents or carers of learners with SEND will be given the opportunity to provide information and share their views regarding the learner's needs and the support provided. Where appropriate, they will be involved in discussions and decisions relating to the learner's support.

Parents or carers may be:

- Invited to meetings to review the support and provision in place for their child.
- Asked to share information about the learner's needs, progress and any support being provided outside of the provision.
- Given the opportunity to share concerns and discuss aspirations for the learner.
- Provided with updates regarding the learner's progress and development where appropriate.

Nulogic Training will take into account the views of parents or carers when planning and reviewing support for learners with SEND and will work collaboratively with referring schools and other professionals where necessary.

The Learner

Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be encouraged to participate in discussions and decisions about the support they receive.

This may involve the learner:

- Explaining their strengths and areas where they may need additional support.
- Contributing to the setting of targets or outcomes.
- Participating in review meetings where appropriate.
- Providing feedback on the effectiveness of support strategies or interventions.

The views of the learner will be taken into account, where possible, when making decisions about the support and provision that affects them.

SEND Information

Nulogic Training will ensure that clear information is available regarding how learners with Special Educational Needs and Disabilities (SEND) are supported within the provision.

Information about SEND support and provision will be reviewed regularly to ensure it reflects current practice and guidance.

Where appropriate, relevant information may be shared with referring schools, parents/carers, local authorities and other professionals involved in supporting learners.

Our Approach to SEND Support

Identifying Learners with SEND and Assessing Their Needs

Nulogic Training recognises the importance of identifying learners' needs as early as possible in order to ensure appropriate support is provided.

When a learner begins a placement at Nulogic Training, staff will review available information from referring schools, local authorities and other professionals. This may include:

- Education, Health and Care Plans (EHCPs)
- Previous school reports or assessments
- Behaviour and support plans
- Risk assessments
- Information from external agencies

This information helps staff to understand the learner's strengths, needs and any support strategies that are already in place.

Staff will also observe and assess learners when they begin attending the provision to identify any additional needs or barriers to learning. This may include consideration of academic progress, social development, emotional wellbeing and engagement with learning.

Where staff identify that a learner may require additional support, this will be discussed with the SEND Lead. Appropriate strategies or adjustments will then be considered to support the learner's needs.

Where necessary, Nulogic Training will work with referring schools, parents/carers, local authorities and external professionals to ensure learners receive appropriate support.

Learners who have an Education, Health and Care Plan (EHCP) will be supported in line with the provision outlined within their plan. Nulogic Training will contribute to EHCP reviews and provide information to relevant professionals regarding the learner's progress and support needs.

Support will be reviewed regularly to ensure it remains appropriate and effective.

Consulting and Involving Learners and Parents/Carers

Nulogic Training aims to place learners and their parents/carers at the centre of decisions relating to special educational provision.

Where additional support needs are identified, staff will seek to involve learners and their parents/carers in discussions about the learner's needs and the support that may be required.

These discussions aim to ensure that:

- Everyone develops a clear understanding of the learner's strengths and areas where additional support may be needed.
- The views and concerns of parents/carers are considered.
- Agreed outcomes and expectations for the learner are clearly understood.
- Appropriate next steps and support strategies are identified.

Where appropriate, records of discussions will be maintained as part of the learner's support documentation.

Nulogic Training will work collaboratively with referring schools, parents/carers, local authorities and other professionals to ensure that learners receive appropriate support and provision.

Graduated Approach to SEND Support

Once a learner has been identified as having SEND, Nulogic Training will take appropriate steps to remove barriers to learning and put effective support in place. Support will be delivered through a four-part cycle known as the **graduated approach**: Assess, Plan, Do and Review.

Assess

Staff and the SEND Lead will carry out an assessment of the learner's needs. This may include reviewing information from referring schools, Education, Health and Care Plans (EHCPs), previous assessments and observations of the learner within the provision.

The views of the learner and their parents/carers will also be considered. Where appropriate, advice may be sought from external professionals.

Assessments will be reviewed regularly to ensure that support remains appropriate and effective.

Plan

In consultation with the learner, parents/carers and relevant professionals, staff will decide which adjustments, support strategies or interventions should be implemented.

Clear outcomes and review dates will be agreed. Staff working with the learner will be informed of the learner's needs and the support strategies that should be used.

Support plans or individual learning strategies will be recorded and shared with relevant staff.

Do

Staff delivering learning sessions will be responsible for implementing the agreed support strategies and monitoring the learner's progress.

The SEND Lead will provide guidance and support to staff where required and may assist in reviewing the effectiveness of support strategies.

Review

The effectiveness of support and interventions will be reviewed regularly in line with agreed review dates.

Reviews will consider:

- The views of the learner and their parents/carers
- The learner's progress towards agreed outcomes
- Feedback from staff working with the learner

Following the review, support strategies may be adjusted to ensure the learner continues to receive appropriate support.

Level of Support

SEND Support

Learners receiving SEND support at Nulogic Training will have their needs identified through referral information provided by schools, local authorities or other professionals, alongside ongoing assessment within the provision.

Where learners require additional support, appropriate strategies and adjustments will be implemented through the graduated approach. This may include personalised support, adapted learning strategies and targeted interventions to help learners access education.

Where additional expertise is required, Nulogic Training may work with external professionals, referring schools or local authorities to ensure appropriate support is in place.

Education, Health and Care Plans (EHCPs)

Some learners attending Nulogic Training may have an Education, Health and Care Plan (EHCP). An EHCP is a legal document that outlines the learner's needs, the provision required and the outcomes that support their development.

Where a learner has an EHCP, Nulogic Training will work in line with the provision outlined within the plan and collaborate with the referring school, local authority and other professionals to support the learner effectively.

Nulogic Training will contribute to EHCP reviews and provide relevant information regarding the learner's progress, engagement and support needs.

Evaluating the Effectiveness of SEND Provision

Nulogic Training regularly reviews the effectiveness of its provision for learners with Special Educational Needs and Disabilities (SEND) to ensure that support remains appropriate and beneficial.

The effectiveness of SEND provision is evaluated through:

- Monitoring learners' progress, engagement and participation in learning activities.
- Reviewing support strategies and interventions as part of the graduated approach (Assess – Plan – Do – Review).
- Regular discussions between staff and the SEND Lead regarding the progress and support needs of learners.
- Gathering feedback from learners and their parents/carers where appropriate.
- Contributing to and participating in annual reviews for learners with Education, Health and Care Plans (EHCPs).
- Liaising with referring schools, local authorities and external professionals to review the effectiveness of support.

Where necessary, support strategies and provision will be adjusted to ensure learners continue to receive appropriate support and are able to make progress.

Attendance

Many learners with Special Educational Needs and Disabilities (SEND) may face additional barriers to attendance. However, their right to access education is the same as for any other learner, and the expectation for attendance remains equally important.

Where learners experience difficulties attending due to their needs, Nulogic Training will work with referring schools, parents/carers and relevant professionals to provide appropriate support.

Our approach to supporting learners whose attendance is affected by their SEND is outlined in the Nulogic Training Attendance Policy.

Safeguarding

Nulogic Training recognises that learners with Special Educational Needs and Disabilities (SEND) may face additional safeguarding challenges. Children with disabilities can be more vulnerable to abuse than their peers, and additional barriers may exist when recognising signs of abuse, exploitation or neglect.

Staff are aware that communication difficulties, social and emotional needs or other vulnerabilities may make it harder for learners with SEND to report concerns or seek support.

Further details of the pastoral support available to learners with SEND, and the approaches used to support learners who may experience communication barriers, can be found in the Nulogic Training Safeguarding and Child Protection Policy.

Expertise and Training of Staff

Nulogic Training is committed to ensuring that staff have the knowledge and skills required to effectively support learners with Special Educational Needs and Disabilities (SEND).

Training and professional development opportunities will be provided regularly for staff to support their understanding of SEND and appropriate strategies to support learners.

The Senior AEP Leads and SEND Lead will monitor staff training needs and identify opportunities for further development. Where necessary, training will be incorporated into the provision's ongoing programme of continuous professional development (CPD).

Nulogic Training may also work with external professionals and specialist services to provide additional guidance and training where appropriate.

Links with External Professional Agencies

Nulogic Training recognises that it may not always be able to meet all the needs of learners without support from external professionals. Where appropriate, the provision will work collaboratively with a range of external agencies to support learners with SEND.

These may include:

- Educational psychologists
- Speech and language therapists
- Occupational therapists or physiotherapists
- Child and Adolescent Mental Health Services (CAMHS)
- Social care services
- Specialist teachers or support services
- Medical professionals such as general practitioners or paediatricians
- Local authority SEND teams

Where appropriate, Nulogic Training will share relevant information and work collaboratively with professionals to ensure learners receive appropriate support.

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Placement and Accessibility Arrangements

Placement Arrangements

Learners attending Nulogic Training are typically placed through referrals from schools, local authorities or other commissioning bodies.

Where a learner has an Education, Health and Care Plan (EHCP), Nulogic Training will work with the referring school and local authority to ensure that appropriate provision is in place to support the learner.

Before a placement begins, relevant information regarding the learner's needs will be reviewed to ensure appropriate support strategies can be implemented.

Complaints About SEND Provision

If parents/carers or referring schools have concerns regarding SEND provision at Nulogic Training, they are encouraged to raise these concerns in the first instance with the SEND Lead or Senior AEP Leads.

Nulogic Training will aim to resolve concerns informally wherever possible. If concerns remain unresolved, a formal complaint may be made in line with the Nulogic Training Complaints Policy.

Where appropriate, parents/carers may also seek further advice or support from the relevant local authority SEND services.

Monitoring and Evaluation

Evaluating the Effectiveness of the Policy

Nulogic Training will review the effectiveness of SEND provision to ensure that learners receive appropriate support.

This may include reviewing:

- Learner progress and engagement in learning
- Feedback from learners and parents/carers
- Staff observations and reviews of support strategies
- The effectiveness of interventions and support arrangements

Monitoring the Policy

This policy will be reviewed regularly by the Nulogic Training leadership team to ensure it reflects current practice and guidance.

The policy will also be updated where necessary to reflect changes in legislation or operational procedures.

Links with Other Policies

This policy should be read alongside other relevant Nulogic Training policies, including:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Attendance Policy
- Health and Safety Policy
- Complaints Policy