

SEND Policy 2025/2026

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1. Skills4 contact details

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2. Purpose

This policy together with our ALN Policy and Skills4 Local Offer for SEND explains how we will ensure every learner, regardless of learning difficulty, disability or disadvantage of special educational needs, to be inspired through a creative curriculum, so that they become confidence and caring individuals, who work hard and become lifelong learners and employees.

The achievement, attitude and wellbeing of every learner matters, and inclusion is the responsibility of everyone at Skills4. Skills 4 is passionate about inclusive education for all, and welcomes the unique contribution which every individual can make to our learning community of practice.

3. Definitions

Definition of ALS, SEN and SEND

At Skills4, we use the definition for SEND to mean 'Special Educational Needs and Disabilities' from the *SEND Code of Practice (2014)*. This states:

SEN: A child or young person has special education needs (SEN) if he or she has a learning difficulty or disability which calls for special educational provision to be made for him/her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of learners of the same age. 'Special educational provision' means educational or training provision that is additional to, or different from, that made generally for others of the same age in England.

Disability: many children and young people who have SEN may have a disability under The Equality Act 2010. That is a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The Code of Practice (2014) states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and

- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Skills4 believes all learners with a Special Educational Need must have their needs recognised and assessed, with appropriate and timely intervention put in place. We strive to deliver appropriate curriculum to:

- Provide suitable learning challenges
- Meet the learners diverse learning needs
- Remove the barriers to assessment and learning
- Provide timely and meaningful additional learning support

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

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

4. Objectives

- To ensure a clear process for identifying, assessing, planning, providing and regularly reviewing for SEND learners, with learners and where relevant parents/carers.
- To develop effective provision management of support for learners with SEND.
- To deliver training and support for all staff working with learners with SEND in order to develop our practice within the guidance set out in the Code of Practice, June 2014.
- To ensure that all learners with SEN are offered full access to a broad, balanced and appropriate curriculum that sets high expectations for every learner, whatever their need and prior attainment.
- Take the views, wishes and feelings of the young person into account, and involve them as fully possible in decision making about their own education.
- Work in partnership with parents/carers/learners and employers (with consent) to enable them to make an active, empowered and informed contribution to the learners education.

5. Implementation of the policy

The overall aim of this policy is to improve the outcomes for every learner with SEN in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these specific outcomes:

- Making SEN provision an integral part of the quality improvement plan and cycle.
- Enabling successful transition of SEN learners from their previous educational establishment.
- Enabling identified learners with SEN to reach their full potential.
- Removing barriers to achievement and offering an inclusive curriculum.
- Arranging additional learning support to meet the needs of learners with identified additional learning needs and/or SEND.
- Enabling all SEN learners to join in with the activities at Skills4 together with learners without SEND, as far as is reasonably practical.
- Professional development of Tutors in the area of SEND, is key to the quality of Teaching and Learning of learners with SEND.
- Regular monitoring of the progress and development of learners throughout Skills4.
- Providing high quality first wave teaching that is differentiated and personalised to meet the needs of every individual.
- Ensuring appropriate staffing and funding is in place for learners who require additional learning support.
- Involving members of the board with the future development and monitoring of this policy.

6. Staffing and professional development

The leadership team will take active steps to ensure that staff are both aware of and adhere to the objectives and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training. This policy will be reviewed by the board every year in accordance with the Skills4 review cycle. The board will ensure that there is a designated Learner Services Lead and to employ a SENCO as and when required.

The Learner Services Lead has day-to-day responsibility for the operation of this SEND Policy and ALN Policy. This includes those who have Education, Health and Care plans (EHCP).

7. Responsibilities

The Learner Services Lead, is responsible for:

- The SEND policy and its implementation
- Co-ordinating the learner journey and the local services offer for those with SEND.
- Updating the SEND register and maintaining learner records
- Attending network meetings and updating staff
- Referrals and liaison with outside agencies, in conjunction with the welfare team if required.
- Supporting staff in identifying learners with SEN.
- Informing Tutors and learners with SEN and the provision needed.
- Ensuring the correct provision is in place for all learners with SEN.
- Acting upon ALS referrals from staff
- Ensuring access is in place, when required for external examinations
- Coordinating smooth transition between education; settings
- Conducting annual reviews for learners with an EHCP.
- Arranging and delivering appropriate whole company CPD.

The tutor is responsible for:

- The progress of all learners in their class, including those with SEND.
- Providing quality first wave teaching and identifying on lesson planning the differentiated provision they are making for learners with SEND.
- Ensuring the Additional Learning Support plan is implemented as stated.
- Setting achievable, but aspirational targets for learners and evaluating the success of these targets.
- Discussing with learners their interventions, taking their views, wishes and feelings into account, and involve them as fully as possible in decision making about their own education.
- Contributing to the annual review of EHCPs.
- Identifying and referring learners who are having difficulties to the Learner Services Lead.
- Monitoring attendance and raise any concerns and non attendance to the welfare team.
- Attending and participating in CPD.

All staff are responsible for:

- Ensuring that the day to day provision is in place for the learners that they support.
- Implementing agreed strategies and programmes, and advice from specialists.
- Record keeping and supporting with assessing the progress of learners.
- Identifying any resources needed and maintaining specialist equipment.

- Regular communication with the Learner Services Lead and Tutors.

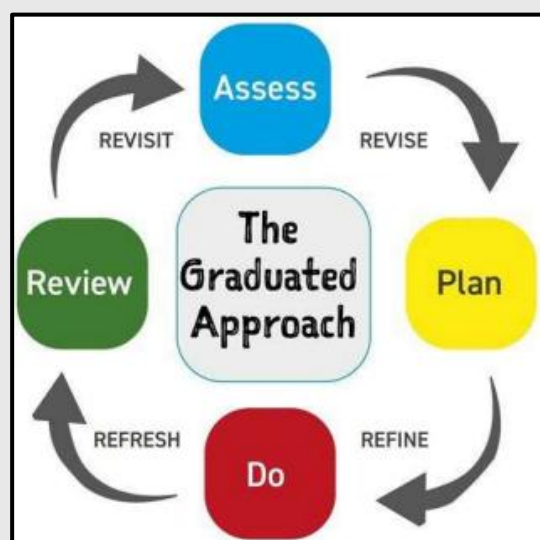
8. A graduated approach to SEN support

The identification of SEN is embedded in the Skills4 process of monitoring the progress and development of all learners. A process of ongoing tutor assessments and learner progress reviews identifies those learners making less than expected progress given their circumstances. We recognise the benefits of early identification and making effective provision in improving long term outcomes for learners with SEN.

Skills4's first response is high quality target teaching by the tutor. Where progress continues to be less than expected, the tutor will provide interventions for support and discuss their concerns with the Learner Services Lead. At this stage, they will be highlighted in progress meeting as having a short term need, depending on the individuals circumstances. In deciding whether to make SEN, the tutor and Learner Services Lead will consider all of the information gathered from Skills4 and the workplace about the learners progress, alongside the learner. Particular care is taken when identifying SEN for learners whose first language is not English. Where learners have a higher level of need, and with where relevant, parental permission, Skills4 may seek advice from external agencies. These agencies include:

- Local outreach teams
- Children's services
- Local authorities

This begins a cycle of assess, plan, do, review with the learner at the centre of the process:



Assess

Skills4 has a very proactive approach to assessing special educational needs and what issues relating to mental health difficulties and behavioural social and emotional disorders. We will ensure that we regularly assess all learners needs so that each learners progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of learners, and in some cases draw on assessments and guidance from other educational professionals such as the health and social services. We use a referral system whereby staff can highlight concerns.

Plan

Where SEN support is required, the tutor, in discussion with the Learner Services Lead will discuss plans during progress review meetings which are performed by tutors, and are responsible and accountable for the progress and development of all the learners in their caseload. This includes where learners access support from specific additional learning plans. The tutor will ensure the provision is recorded on Bud, stating the adjustments, interventions and support which will be put in place for the learner, as well as the expected impacts on progress and outcomes.

Do

The tutor is responsible for working with the learner throughout their programme duration. They will also liaise closely with the Learner Services Lead, in addition to the welfare team where necessary, for the intervention and ensure the intervention is taking place. Tutors will also record the progress of the invention and monitor the impact that this is having during progress reviews and where planned 1:1s. The Learner Services Lead will provide support, guidance and advice for tutors.

Review

Additional learning support plans include the target set for learners as well as the impact of supporting in the interventions, will be reviewed by each tutor who has overall responsibility for the learner. The tutor will celebrate successes with the learner and discuss progress and next steps. The Learner Services Lead, Managers and Senior Leadership Team will analyse progress and consider next steps. This informs part of the quality improvement plan, and is updated quarterly. This will inform the planning of next steps, including potential removal of the learner from SEN support if necessary.

9. Identification of needs

At Skills4, we believe in interventions for all groups of learners; learners with SEN, underachievers, learners with short-term needs and most able learners. These learners' needs are then categorised into the four areas of need, according to the Code of Practice, specifically:

1. Communication & interaction
2. Cognition & Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

For some learners, this may mean multiple areas of need, as it is important to identify the full range of needs, not simply the primary need of an individual learner. In practice, individual children or young people often have needs across all these areas, and their needs may change over time.

Communication & interaction: Children and young people 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 those 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, for example, autistic spectrum disorders, including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact how they relate to others.

Cognition and Learning: Refers to those with learning difficulties. These children are identified as making less than expected progress given their age and individual circumstances. This can be characterised by progress, which, despite relevant interventions:

- Progress is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the learner's previous rate of progress
- Fails to close the attainment gap between the learner and their peers
- Widens the attainment gap

Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to learners with Profound and Multiple Learning Difficulties (PMLD). 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 (SEMH): Learners 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 and depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other learners may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. In managing learners' mental health and behaviour at Skills4 and in the workplace, Skills4 has clear processes to support learners, including how they manage the effect of any disruptive behaviour so that it doesn't adversely affect other learners.

Sensory and/or physical needs: Some learners require special educational provision because they have a disability which prevents or hinders them from making use of their educational provision. Many learners with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some learners with a physical disability (PD) require ongoing additional support and/or equipment to access all the opportunities available to their peers.

Where a learner is identified as having SEN, Skills4 will take action to remove barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learners needs and of what supports the learners in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more detailed review and more specialist expertise in successive cycles in order to match interventions to SEN learners.

10. Education, Health and Care Plans (EHCPs)

Requesting an Educational, Health and Care (EHC) needs assessment.

A small number of learners whose needs are complex and long term, may require a greater level of support than that provided at SEN support from Skills4 resources. For these learners, a request will be made where necessary, and in conjunction with local authorities, to conduct an assessment of education, health and care needs. This may result in an education health and care plan (EHCP) being provided. This brings together the learners' health and social care needs as well as their special educational needs. The EHCP replaces what were formerly called 'statements of special educational needs'. For learners under aged 18, parents have the right to request an education health care needs assessment. In this instance, please contact the Learner Services Lead to discuss further.

Reviewing Education Health Care Plans

Skills4 ensures that the EHCP actively monitors progress towards outcomes and longer-term aspirations. EHCPs are reviewed by the learners local authority, as a minimum of every 12 months. Reviews focus on the learner's progress towards achieving the outcomes specified in the EHCP. The review decides when these outcomes and supporting targets remain.

11. Monitoring and evaluation of SEN

The Learner Services Lead, Operations Managers, Quality Manager and SLT, regularly monitor and evaluate the qualitative provision for all learners. Skills4 aims to provide interventions that have proven outcomes and are evidence-based. The impact of SEN provision on the progress and outcomes for learners who have SEND and is measured through:

- End of learner tracking data and results
- Progress against national data based on the experience and starting points
- Interventions by slowing and exit data
- Progress against individual targets
- Work scrutiny and interviews

12. Supporting learners at Skills4 with medical conditions

Skills4 recognises that learners with medical conditions should be properly supported so they have full access to education. Where it is the case, a medical condition makes the criteria of disability Skills4 will comply with each duty under the Equality Act 2010. Reasonable adjustments will always be made to provide access to all areas the curriculum for learners with a disability. For further information, please contact the Learner Services Lead.

13. Complaints

Individuals with any concerns regarding the SEND policy or the provision made at Skills4 to speak to us as soon as possible. In the first instance please speak to tutors and/or the Learner Services Lead. If individuals have not had their concern resolved, they should then follow the Skills4 complaints procedure.

14. Key documentation

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

Keeping children safe in education: www.gov.uk/government/publications/keeping-children-safe-in-education-2