Special Educational Needs and Disabilities (Send)

Valid From	Review Date	Approved by
01.11.2026	01.11.2027	Matt Ford & Shahed Koyes,

Active Support Education Centre is a registered independent school supporting learners aged between 11 and 16 years old in Luton and Bedfordshire. We are committed to making it our mission to promote resilience and positive wellbeing for all our pupils and staff. We understand Wellbeing as state of being comfortable, healthy and happy. We will drive the message forward, to ensure that mental health is 'everyone's business' across the whole school community.

We will strive to create an environment that has a whole school approach, in providing excellent mental health support, understanding and intervention. We will put Wellbeing at the heart of our school to ensure successful learning and commit to our policies reflecting this.

1. Aims

In line with the Current Code of Practice (2024), this policy will enable Active Support to:

1.1 Create a learning environment where the uniqueness of each individual's talent is recognised, nurtured, and developed so that they can make the most of their potential, enhance their self-esteem and be valued members of the community.
1.2 Identify and assess the specific needs of learners as early and as thoroughly as possible.
1.3 Develop a curriculum which will facilitate an inclusive* approach to the education of all learners.
1.4 Work closely with learners, parents and other agencies in partnership to ensure the best possible provision and support.
1.5 Ensure high quality teaching is the key focus for ensuring every learner reaches their full potential.
1.6 Deploy and monitor support for learning resources across the provision in order to respond to the needs of our learners.
1.7 Take into account planning options as detailed in the Equality Act 2010 (Amended 2023).

(*Inclusion means, where appropriate, learners who require support for learning receive the support they need in order to attend classes and extra-curricular activities with other learners.)

2. Objectives

2.1 Active Support Education policies are designed to support the ethos, aims and vision of the provision.
2.2 We believe that each learner is unique, with specific education needs, and is entitled to the best possible teaching support and resources to maximise potential.
2.3 To provide, train and develop the role of the EHC Plan & LAC Children's Co-ordinators.

2.4 To ensure services are developed which ensure equality of access and meets the diverse needs of each child.

3. Key Principles

Learner and Other Outcomes

In each placement:

3.1 All learners will be given the opportunity to experience success and achievement.
3.2 All learners with special educational needs will be offered full access to a broad, balanced and relevant education.
3.3 Every teacher is a teacher of special educational needs and will plan and develop the curriculum accordingly.
3.4 The views of the learners should be sought and taken into account.
3.5 Parents and carers have a vital role to play in supporting their child's education and will be consulted about meeting the needs of their children at all stages.

4. Planning and Implementation Guidelines

In order to achieve our goals, we will:

4.1 Ensure learner's achievements are celebrated and their efforts recognised and rewarded.
4.2 Establish a learner's specific needs through appropriate testing, as well as through consultation with partner schools, parents and learners themselves.
4.3 Ensure that specific information about children with special educational needs is available to all staff working with children.
4.4 Share information about support for learners and update as and when appropriate.
4.5 Work to develop in house expertise and draw on external agencies in support of learners with:

- Learning difficulties
- Emotional, social and mental health difficulties
- Specific learning difficulties
- Physical disabilities
- Specific medical conditions

4.6 Ensure that learners of all abilities have equal rights to admission.
4.7 Ensure lessons will be conducted in a secure, supportive and disciplined manner, with mutual respect evident between teacher and learners.
4.8 Ensure the curriculum will be differentiated and accessible to all leaners.
4.9 Ensure classwork and homework will be set as appropriate to the learner's abilities.
4.10 Support is provided in class, as necessary, for those learners with special educational needs within the constraints of resources.
4.11 Ensure that staff consult with the parents of all learners who require support for learning when appropriate.
4.12 Seek to make its buildings and facilities accessible to all learners.

5. Children in Public Care (Looked after Children/Previously Looked After)

In order to ensure that these learners access the curriculum and raise their achievement Active Support will ensure that the EHC Plan & LAC/PLAC children's co-ordinators will:

5.1 Monitor their academic and personal progress.
5.2 Ensure equal opportunities for these learners to engage in extra-curricular activities.
5.3 Alert tutors and Managers/Co-Headteachers that all staff have a special duty of care towards these learners.
5.4 Participate in and develop strategies to help raise the attainment of these learners.
5.5 Work with other professionals to support these learners.

Monitoring and Evaluation

This policy will be monitored and evaluated by the Governors, Co-Headteachers and Managers who will be responsible for support for learning and support for staff through:

- Annual reviews.
- Monitoring of learner progress through keyworker reports and well-being assessments.