




## **Special Educational Needs and Disabilities (SEND) Policy**

### **High Impact Academic Coaching Ltd**

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Company Number: 12386860

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 [www.highimpactacademiccoaching.com](http://www.highimpactacademiccoaching.com)

**Audience:** All Staff

**Owner:** Designated Safeguarding Lead (DSL)

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### **1. Policy Statement**

High Impact Academic Coaching Ltd is committed to providing high-quality, inclusive educational support to all learners, including those with Special Educational Needs and Disabilities (SEND). We recognise the diverse needs of our students and aim to remove barriers to learning, ensuring every learner can thrive and achieve their full potential.

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### **2. Legal Framework**

This policy is guided by the principles and duties outlined in:

- The **Children and Families Act 2014**
  - The **SEND Code of Practice: 0 to 25 years (2015)**
  - The **Equality Act 2010**
  - The **Education Act 1996**
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### **3. Our Commitment**

We are dedicated to:

- Identifying and responding to SEND needs early and effectively
- Delivering personalised, accessible tutoring that meets individual learning profiles
- Collaborating with families, schools, and local authorities to support learner progress
- Promoting equality, dignity, and respect for all learners
- Ensuring tutors are trained in inclusive practices and safeguarding

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## **4. Identification and Assessment**

- SEND needs may be identified through referral information, initial assessments, or tutor observations.
- Tutors are encouraged to raise concerns with the Designated Safeguarding Lead (DSL) or SEND Coordinator.
- Where appropriate, we liaise with schools, parents/carers, and external professionals to gather relevant information and support planning.

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## **5. Support and Provision**

- Tutoring is tailored to meet the learner's individual needs, including adjustments to content, pace, delivery method, and environment.
- Reasonable adjustments are made to ensure accessibility, including assistive technology, visual aids, or alternative formats.
- Tutors are supported with resources and guidance to deliver inclusive sessions.
- Where learners have an Education, Health and Care Plan (EHCP), tutoring aligns with the specified outcomes and support strategies.

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## **6. Partnership with Families and Commissioners**

- We work collaboratively with families to understand each learner's strengths, challenges, and preferences.
- Regular updates are shared with commissioners (e.g., schools, virtual schools, local authorities) regarding progress, engagement, and any concerns.
- Families are encouraged to share feedback and participate in support planning.

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## **7. Training and Development**

- All tutors receive induction training on SEND awareness and inclusive teaching strategies.
  - Ongoing professional development is provided to ensure staff remain informed about best practices and legal responsibilities.
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## 8. Monitoring and Review

- SEND provision is reviewed regularly by senior staff to ensure effectiveness and compliance.
  - This policy is reviewed annually or following any legislative changes or safeguarding reviews.
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### Contact

For further information or to discuss SEND support, please contact:

[enquiries@highimpactacademiccoaching.com](mailto:enquiries@highimpactacademiccoaching.com)

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### Year-on-Year Document Review

Review Date	Reviewer Name	Changes Made / Notes	Next Review Date
01/10/25	Kris Geddes	N/A	01/10/26