



SEND Policy

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1. Purpose of the policy

The Education Act 2011 says that a child has special educational needs and disabilities (SEND) if they have a learning difficulty which calls for special educational provision to be made or them. Everyone at Ignite Life is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all activities of Ignite Life.

Special educational need is defined as:

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. Ignite Life often supplements and supports as an alternative provider, the delivery of bespoke packages; where the lead is a school or pupil referral unit. Many of the young people we work with have identified SEND needs.

2. Guidelines

In order to meet the special educational needs of our children at Ignite Life we must



- identify those children who have SEND. This is done through those who commission our services. Where an unidentified need becomes apparent, we will inform the provider and jointly plan to meet their newly identified needs.
- carry out our duty as an alternative provider to the Code of Practice 2017- in conjunction with the education provider -to deliver learning which is suitable and progressive to the needs of young people with SEND
- provide training and learning at a suitable level when a child is identified as having SEND. This involves adapting any IEP/PEP/Personal plans and enabling staff to attend meetings where training and strategies are disseminated
- use a variety of activities and delivery styles, to allow children with SEND to access Ignite Life activities.
- use resources effectively to support children with SEND.
- inform and involve the parents of children with SEND so that we can work together to support our children. This starts with a set-up meeting for each referral if possible, in the home.
- encourage active involvement by the children themselves in meeting their needs.
- provide ongoing training for all staff working with children with SEND.
- Make every effort to attend review meeting for CYPs with SEND
- support Every Child Matters agenda within Ignite Life.

Training and resources

Induction of new employees involves awareness training for young people with additional needs; attachment needs, autistic spectrum condition and pathological demand avoidance. Where a young person with SEND requires a specific approach, a team is made around them. Two or more mentors and agree approaches with support from a leader. Specific strategies are cascaded based on the advice of practitioners working with them in their home school/organisation.

Mentors with skills and experience working with specific need are allocated appropriately, New mentors shadow with experienced mentors

Ignite Life SEN policy is written in conjunction with Child Protection and Safeguarding, Behaviour Management and Data Protection/Confidentiality policies.

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