REAL Inspiration
Social Enterprise

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Real inspiration
Date: 1.9.25
Review Date: 1.9.26
SEND Lead: Natasha Rehman
Designated Safeguarding Lead (DSL): Natasha Rehman

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1. Policy Statement

Real Inspiration is committed to providing an inclusive, supportive and therapeutic learning environment for children and young people with Special Educational Needs and Disabilities (SEND).

We recognise that many young people attending our provision present with complex and overlapping needs, including social, emotional and mental health (SEMH) difficulties, neurodivergence, trauma-related needs, communication differences and sensory processing challenges.

We believe:

- Every child has the right to an education that meets their individual needs.
- Difference is recognised and respected.
- Emotional safety underpins learning.
- Barriers to learning must be identified and reduced.

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2. Legal Framework

This policy is written in accordance with:

- The Children and Families Act 2014
- The SEND Code of Practice (0–25 years)
- The Equality Act 2010
- Keeping Children Safe in Education
- Working Together to Safeguard Children

Statutory guidance is overseen by the Department for Education and regulated where applicable by Ofsted.

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3. Definition of SEND

A child or young person has SEND if they have:

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

The four broad areas of need are:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)

4. Sensory and/or Physical Needs

Many young people may have needs spanning more than one area.

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4. Our Approach to SEND

We provide a trauma-informed, relationship-based and creative therapeutic approach to support SEND learners.

We aim to:

- Identify needs early
- Remove barriers to participation
- Provide personalised interventions
- Align provision with EHCP outcomes where applicable
- Work collaboratively with families and professionals

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5. Identification of Needs

Needs are identified through:

- Initial assessment and baseline information
- EHCP review
- Multi-agency reports
- Observation and ongoing review

- Communication with parents/carers

Where a young person does not have an EHCP, we still provide reasonable adjustments and support.

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6. Graduated Approach

We follow the **Assess – Plan – Do – Review** cycle:

Assess

- Understand strengths and areas of need
- Consider emotional and environmental factors

Plan

- Agree strategies and targets
- Align with EHCP outcomes if relevant

Do

- Deliver personalised support
- Implement therapeutic and educational strategies

Review

- Monitor progress
- Adjust support as needed

7. Personalised Provision

Support may include:

- Small group or 1:1 teaching
- Therapeutic creative interventions
- Emotional regulation strategies
- Sensory adjustments
- Flexible timetables
- Trauma-informed behaviour support
- Key adult support

Provision is individualised and responsive.

8. Reasonable Adjustments

In line with the Equality Act 2010, we make reasonable adjustments such as:

- Adapted teaching methods
- Visual supports
- Movement breaks
- Sensory tools
- Modified expectations

- Alternative communication methods

We aim to remove barriers without lowering aspirations.

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9. Working with Families & Professionals

We work collaboratively with:

- Parents and carers
- Local Authorities
- Educational Psychologists
- Therapists
- Social Care

Communication is open, respectful and child-centred.

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10. Safeguarding & SEND

Children with SEND are statistically more vulnerable to:

- Exploitation
- Abuse
- Bullying
- Online harm

Staff receive safeguarding training that recognises the additional vulnerabilities of SEND learners.

Safeguarding remains paramount at all times.

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11. Monitoring & Review

Progress is reviewed regularly through:

- Informal observation
- Target review meetings
- EHCP annual reviews (where applicable)
- Parent/carer communication

Policy reviewed annually or following legislative updates.

Signed

Name: Natasha Rehman
Role:Director/DSL
Date: 1.9.26