

09

STUDENT WELFARE & BEHAVIOUR

SEND and Inclusion Policy

Every child with additional needs is known, supported and able to show what they can do.



POLICY OWNER

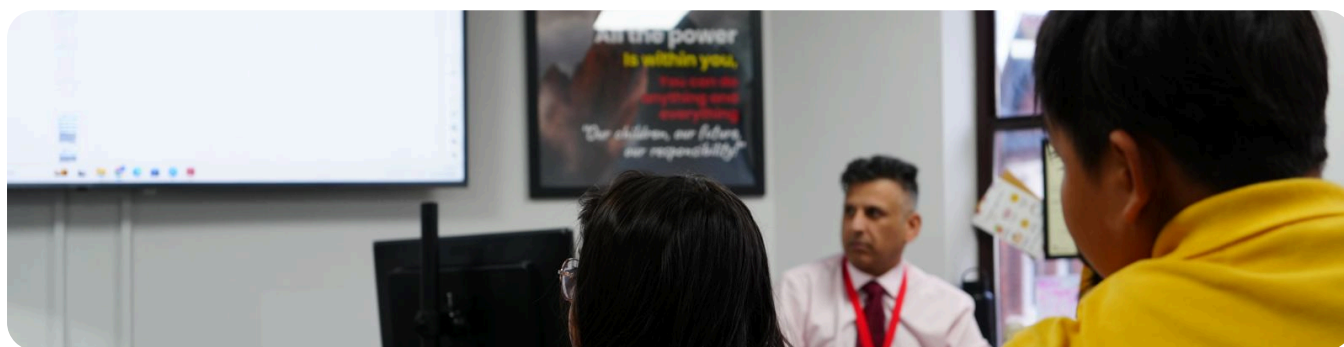
Director, with the Office team

APPLIES TO

Students with special educational needs or disabilities

THE ONE RULE TO REMEMBER

Ask at enrolment, record the adjustment, tell the specialist before the first lesson.

**1. Our approach**

We are a tuition centre, not a school, so we do not assess or diagnose special educational needs and we do not hold statutory duties under the SEND Code of Practice. We do make reasonable adjustments under the Equality Act 2010 so that students with needs such as dyslexia, ADHD, autism, anxiety, or a sensory or physical impairment can learn well with us.

2. The pathway

Figure 10 — Support pathway for a student with additional needs.

3. Adjustments we commonly make

- Seating near the front, away from distractions; movement breaks.
- Enlarged or coloured-paper resources; clear, uncluttered worksheets.
- Extra time or rest breaks in mock exams, mirroring any access arrangements the child will have in the real exam.
- Advance notice of changes to routine; a quiet space if overwhelmed.

If a specialist notices signs that might suggest an unidentified need, they share observations with the parent through the Office team and suggest the parent speaks to the child's school or GP. Specialists never offer a diagnosis.