



Special Educational Needs and Disabilities (SEND) Policy

Reconnect Learning · Version 1.0 · Approved September 2026 · Review September 2027

POLICY OWNER: ELLEN KERR – MANAGING DIRECTOR

OFSTED READY

SEND CODE OF PRACTICE ALIGNED

Statement of Commitment

Reconnect Learning is committed to providing high-quality, inclusive education and support for all learners, including those with Special Educational Needs and Disabilities (SEND).

Every Learner is Unique

We recognise that every learner may require different levels of support to access learning, participate fully and achieve their potential.

Early Identification

We are committed to identifying needs early and removing barriers to learning so that no learner is left behind.

Personalised Support

Learners with SEND receive appropriate support through personalised, inclusive and learner-centred approaches.

Scope of This Policy

This policy applies to all learners accessing **Reconnect Learning** provision across all programme types.

	Alternative Provision
	Home Tuition
	Online Learning
	Reintegration Programmes
	Intervention Programmes
	Functional Skills
	GCSE Programmes
	Mentoring & Personal Development

Legislative Framework

This policy is informed by a comprehensive range of legislation and statutory guidance to ensure full compliance and best practice.

Primary Legislation

- Children and Families Act 2014
- Equality Act 2010
- Education Act 2002
- Children Act 1989
- Children Act 2004
- Human Rights Act 1998
- Data Protection Act 2018
- UK GDPR

Statutory Guidance

- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- SEND Code of Practice: 0 to 25 Years (2015)



Reconnect Learning will review this policy whenever legislation or statutory guidance changes.

This policy should be read alongside Reconnect Learning's Safeguarding and Child Protection Policy, which is the organisation's overarching safeguarding policy.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A learner may have SEND if they meet one or more of the following criteria:

Greater Difficulty in Learning

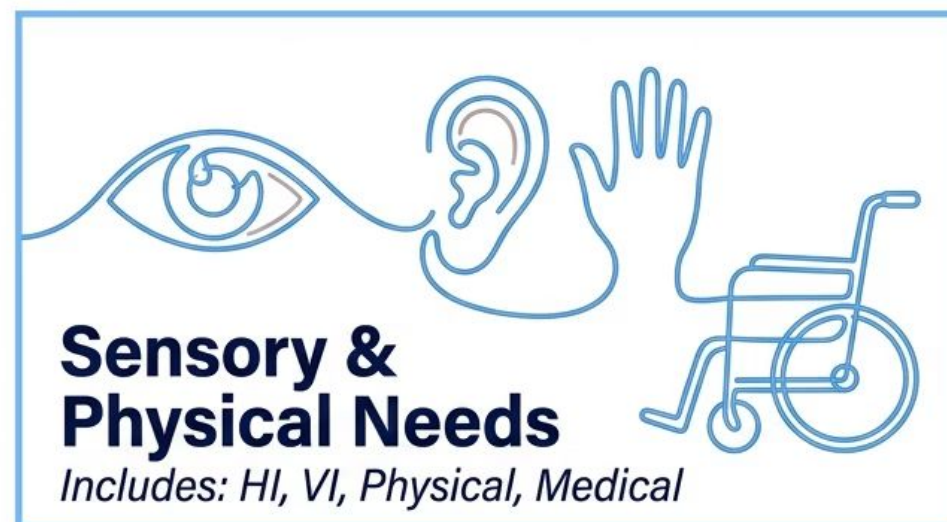
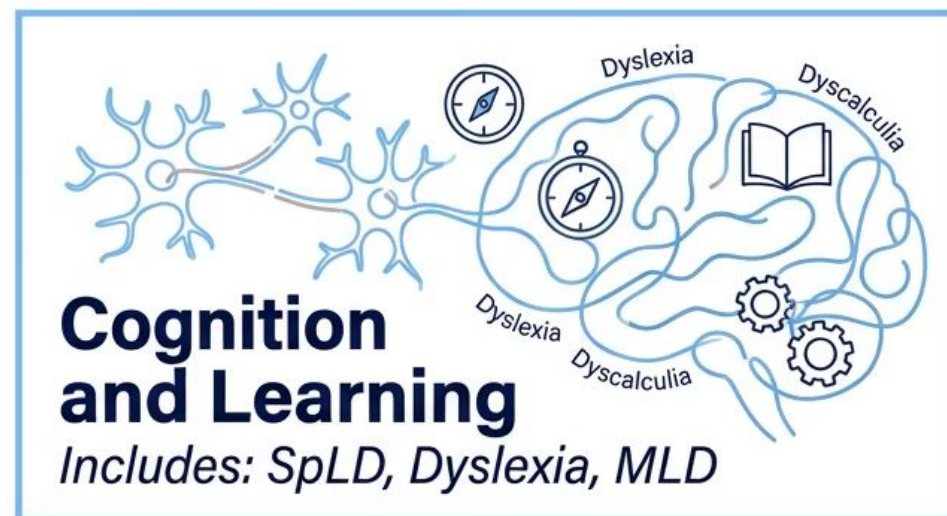
The learner has significantly greater difficulty in learning than the majority of others of the same age.

Disability Preventing Access

The learner has a disability which prevents or hinders access to educational facilities generally available to others of the same age.

The Four Areas of SEND Need

Reconnect Learning recognises the four broad areas of SEND identified within the SEND Code of Practice.



Communication and Interaction

What This Includes

Learners in this area may experience difficulties with communication, social interaction and understanding language in context.

- **Autism Spectrum Condition (ASC)** – affecting social communication and interaction
- **Speech, Language and Communication Needs (SLCN)**
– difficulties with understanding or using spoken language

How We Support

- Visual supports and structured routines
- Clear, unambiguous language
- Alternative communication methods
- Reduced sensory distractions
- Personalised communication strategies

 Support is always tailored to the individual learner's profile and strengths.

Cognition and Learning



Specific Learning Difficulties

Difficulties that affect one or more specific aspects of learning, such as reading, writing or mathematics.



Dyslexia

Challenges with reading, spelling and phonological processing, supported through adapted resources and multisensory approaches.



Dyscalculia

Difficulties with number sense and mathematical reasoning, addressed through visual and concrete learning strategies.



Moderate Learning Difficulties

Broader difficulties across learning that require adapted curriculum delivery and additional scaffolding.



Social, Emotional and Mental Health (SEMH)

Reconnect Learning recognises that SEMH needs are among the most prevalent in alternative provision settings and require a trauma-informed, compassionate approach.



Anxiety

Persistent worry or fear that impacts engagement and attendance.



ADHD

Attention, hyperactivity and impulsivity challenges requiring structured, flexible support.



Trauma-Related Needs

Adverse childhood experiences that affect learning, behaviour and relationships.



Emotional Regulation

Difficulties managing emotions in learning and social contexts.

Sensory and/or Physical Needs

Sensory Needs

- Hearing Impairment
- Visual Impairment

Physical Needs

- Physical Disabilities
- Medical Conditions affecting access to education

Our Approach

Reconnect Learning will make reasonable adjustments to ensure learners with sensory and physical needs can access all aspects of their learning programme. This includes adapted resources, modified environments and assistive technology where appropriate.

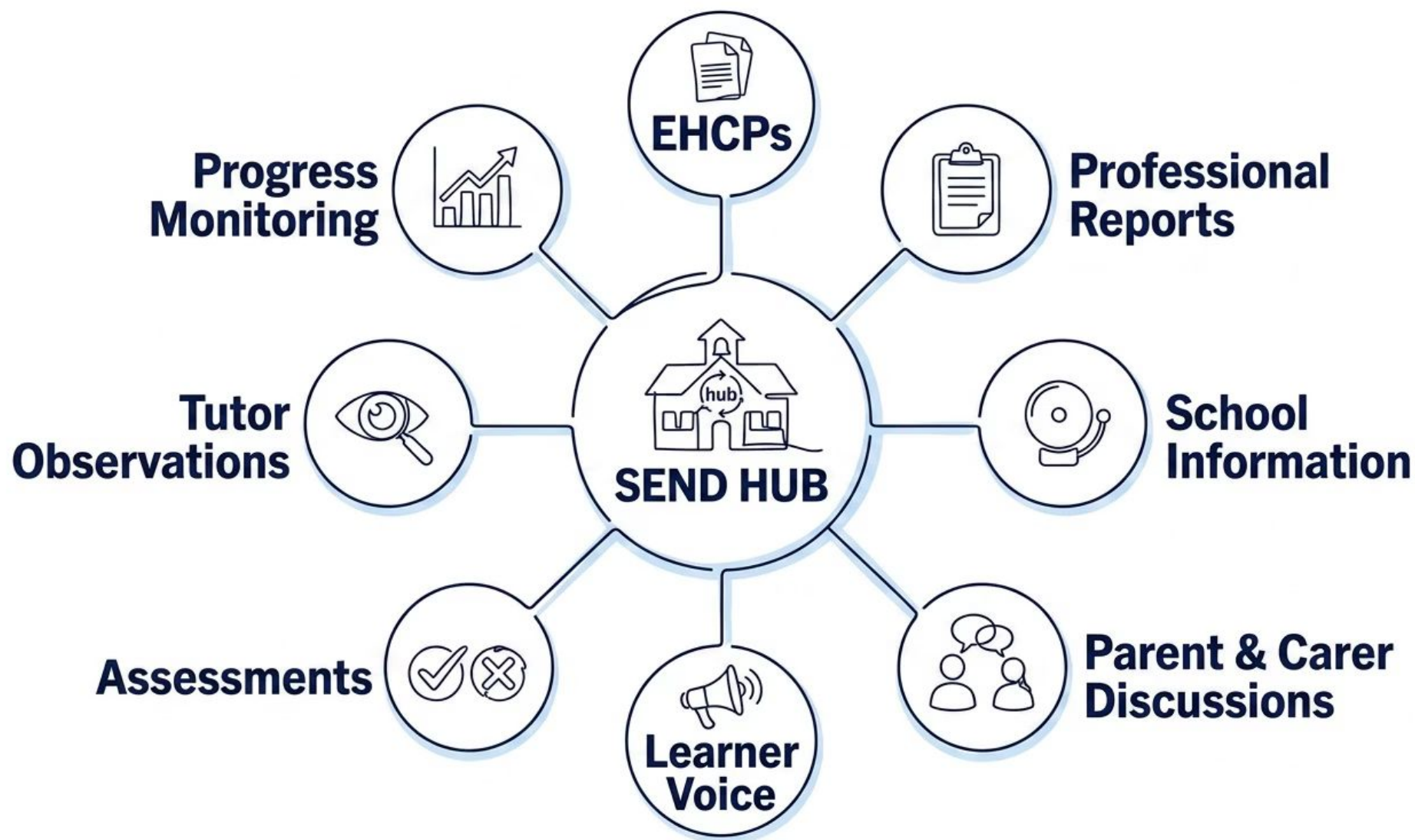
Our SEND Principles

These core beliefs underpin everything we do at Reconnect Learning in relation to SEND.

-  **Every learner can achieve.**
We hold high aspirations for all learners regardless of need or background.
-  **SEND should never be a barrier to opportunity.**
We actively remove obstacles and create pathways to success.
-  **Early identification is essential.**
Prompt recognition of need enables timely, effective support.
-  **Parents and carers are key partners.**
We work collaboratively with families to achieve the best outcomes.
-  **Learner voice must be heard.**
Learners are active participants in their own support and planning.
-  **Inclusion benefits everyone.**
An inclusive culture enriches the learning experience for all.

Identifying SEND

Needs may be identified through a range of sources and processes. Where concerns are identified, further information may be sought to ensure appropriate support is provided.



Education, Health and Care Plans (EHCPs)

Where a learner holds an Education, Health and Care Plan, Reconnect Learning will ensure that the plan is actively used to guide provision and support.

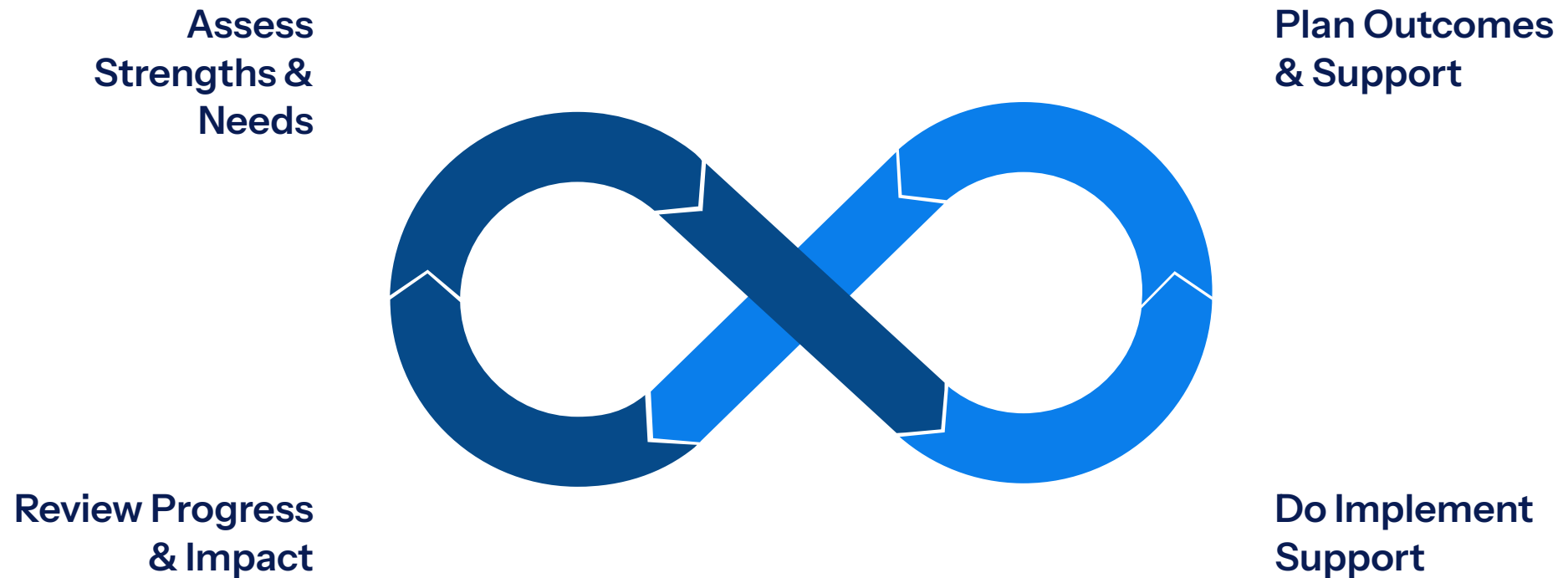
01	02	03
Review EHCP Outcomes	Consider Section F Provision	Support Agreed Outcomes
Carefully review the outcomes specified within the learner's EHCP to ensure provision is aligned.	Ensure that the educational provision specified in Section F is understood and implemented appropriately.	Deliver targeted support to help learners work towards their agreed EHCP outcomes.
04	05	
Monitor Progress	Contribute to Annual Reviews	
Regularly monitor and record progress towards EHCP outcomes throughout the placement.	Provide written reports and contribute to Annual Review meetings where requested by the commissioning school or local authority.	

 Where learners do not hold an EHCP, support may still be provided based on identified needs.

SEND assessments, learner profiles, EHCP documentation, annual review contributions, Assess–Plan–Do–Review records, exam access arrangement evidence, learner voice records, professional reports, safeguarding records relating to SEND and associated documentation will be retained in accordance with Reconnect Learning's Records Retention Schedule, the Data Protection Act 2018 and UK GDPR. Information will be shared on a need-to-know basis, in accordance with safeguarding responsibilities, confidentiality obligations and the principle of proportionality.

The Graduated Approach

Reconnect Learning follows the statutory **Assess, Plan, Do, Review** cycle as outlined in the SEND Code of Practice. This cycle may be repeated as needs change over time.



This iterative cycle ensures that support remains responsive, evidence-based and focused on positive outcomes for every learner. No two cycles are identical — each is shaped by the individual learner's evolving needs.

Reasonable Adjustments

Under the Equality Act 2010, Reconnect Learning will make reasonable adjustments where appropriate to ensure learners with SEND are not placed at a substantial disadvantage.

Adapted Resources

Materials modified to meet individual learning needs, including font size, colour overlays and simplified language.

Flexible Teaching

Teaching approaches adapted to suit different learning styles, paces and preferences.

Additional Processing Time

Extra time provided for tasks, responses and assessments where needed.

Visual Supports

Visual timetables, prompt cards, graphic organisers and other visual aids to support understanding.

Assistive Technology

Use of technology tools such as text-to-speech, speech-to-text and screen readers.

Alternative Communication

Alternative and augmentative communication methods where verbal communication is a barrier.

Teaching and Learning

What Our Staff Do

- Differentiate learning for individual needs
- Adapt teaching approaches flexibly
- Use learner strengths as a foundation
- Promote active engagement
- Support independence and self-advocacy
- Encourage participation at every level

Personalised Programmes

Learning programmes at Reconnect Learning are personalised wherever appropriate. We do not apply a one-size-fits-all approach. Instead, each learner's programme is shaped by their individual strengths, needs, aspirations and circumstances.

- ✔ Personalised learning leads to greater engagement, improved outcomes and increased learner confidence.

SEND and Safeguarding

Reconnect Learning recognises that children and young people with SEND may be more vulnerable to safeguarding risks. Safeguarding procedures apply equally to all learners.

Staff will remain alert to the following heightened risk factors for learners with SEND:

Communication Barriers

Learners may struggle to disclose concerns or abuse due to communication difficulties.

Increased Vulnerability

SEND can increase susceptibility to exploitation, manipulation and harm.

Online Risks

Learners with SEND may be at greater risk of online harm, grooming and exploitation.

Exploitation Risks

Heightened risk of county lines, criminal and sexual exploitation must be considered.

Social Isolation

Learners with SEND may experience greater social isolation, increasing vulnerability.

Reconnect Learning applies a contextual safeguarding approach, recognising that factors outside the home — including online environments, peer relationships and community contexts — may increase risk for learners with SEND. Staff are expected to exercise professional curiosity and to consider multi-agency safeguarding responses where appropriate.



Any safeguarding concern must be reported immediately in line with the Reconnect Learning Safeguarding and Child Protection Policy and KCSIE 2026.

Exam Access Arrangements

Where appropriate, Reconnect Learning will support learners in accessing exam access arrangements to ensure assessments are fair and accessible.

Our Support Includes

- Access Arrangement applications
- Statements of Need
- Evidence gathering and documentation
- Liaison with schools and examination centres

Examples of Arrangements

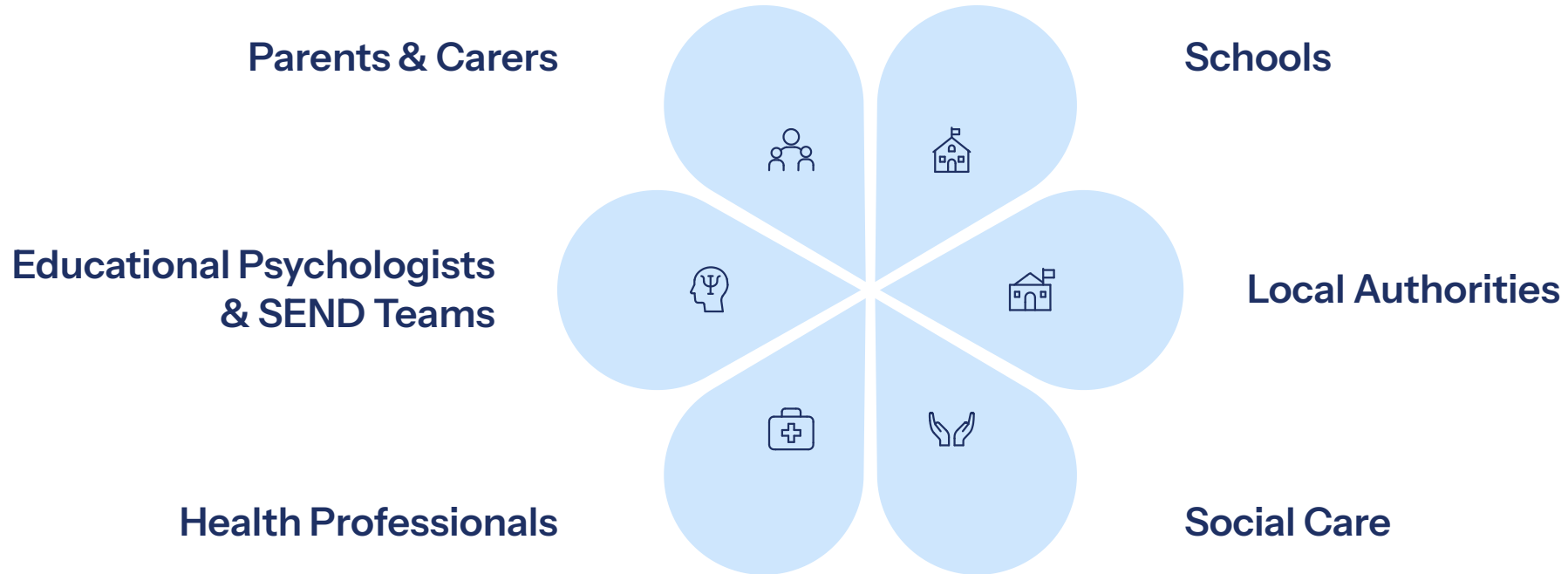
- Extra Time
- Reader
- Scribe
- Rest Breaks
- Use of a Laptop



All arrangements must comply with examination board regulations and be supported by appropriate evidence.

Partnership Working

Reconnect Learning values and actively promotes collaboration with all stakeholders involved in a learner's education, health and wellbeing. Partnership working supports positive outcomes for learners.



Learner Voice

Learner views will be considered wherever possible. Every learner has the right to be heard, to share their aspirations and to contribute to decisions about their own support.

1

Share Views & Aspirations

Learners are encouraged to express what matters to them and what they hope to achieve.

2

Contribute to Planning

Learner input shapes the design of their support and learning programme.

3

Discuss Support Needs

Open conversations about what is working and what could be improved.

4

Participate in Reviews

Learners are invited to contribute to reviews of their progress and support arrangements.

Staff Training

Reconnect Learning ensures that all staff receive training appropriate to their role. Training records are maintained and reviewed regularly.



SEND Awareness



Autism Awareness



ADHD Awareness



Safeguarding



Online Safety



Trauma-Informed Practice



Adaptive Teaching

Monitoring and Review

The Managing Director and SEND Lead, **Ellen Kerr**, holds responsibility for the ongoing monitoring and review of SEND provision across Reconnect Learning.

Review Learner Outcomes

Regular review of progress data and individual learner outcomes.

Ensure Legal Compliance

Maintain compliance with all relevant legislation and statutory guidance.



Monitor Support Arrangements

Ensure support is in place, appropriate and effective for each learner.

Review Stakeholder Feedback

Gather and act upon feedback from learners, families and partners.

Monitor Inclusion Practices

Ensure inclusive practice is embedded across all provision.

i This policy will be reviewed annually and without unnecessary delay following changes to legislation, statutory guidance, safeguarding practice, SEND guidance, organisational arrangements or learning identified through audits, inspections, complaints, monitoring, learner feedback or service reviews.

Complaints

Raising a Concern

Parents, carers or learners who have concerns regarding SEND provision should follow the **Reconnect Learning Complaints Policy**.

All concerns will be addressed:

- **Fairly** – without prejudice or bias
- **Promptly** – within agreed timescales
- **Respectfully** – with dignity and care

Our Commitment

Reconnect Learning takes all concerns seriously. We view complaints as an opportunity to reflect, improve and strengthen our provision for all learners.

No learner or family should feel unable to raise a concern. We are committed to open, honest and constructive dialogue at all times.

Related Policies

This SEND Policy should be read in conjunction with the following Reconnect Learning policies, which together form a comprehensive framework for learner support and wellbeing.

Safeguarding & Child Protection Policy

Curriculum Policy

Equality, Diversity & Inclusion Policy

Relationships and Behaviour Policy

Online Safety Policy

Attendance Policy

Health & Safety Policy

Complaints Policy

Mental Health and Wellbeing Policy

Admissions and Referrals Policy

Prevent Duty and Radicalisation Policy

Risk Assessment Policy

Low-Level Concerns Policy

Managing Allegations Against Staff Policy

Quality Assurance Policy

Compliance Assessment

This policy has been developed with regard to the relevant legislation, statutory guidance and governance expectations applicable at the date of approval and will be reviewed following significant legislative or regulatory changes.

✓ SEND Code of Practice
Aligned

✓ Children & Families Act
2014 Compliant

✓ Equality Act 2010
Compliant

✓ KCSIE 2026 Aligned

✓ Working Together 2026
Aligned

✓ EHCP & Annual Review
Processes Included

✓ Exam Access
Arrangements Included

✓ Ofsted Ready

✓ Alternative, Home &
Online Tuition Suitable

SEND Information Report

Reconnect Learning publishes information regarding its SEND provision, support arrangements and inclusive practice. This information is available upon request and is reviewed annually.

The SEND Information Report is reviewed alongside this policy to ensure consistency of information provided to learners, families, commissioners and partner agencies. Any updates to this policy that affect the information contained within the SEND Information Report will be reflected in the next scheduled review of that report.

-  While Reconnect Learning is not a maintained school and is therefore not legally required to publish a SEND Information Report, it chooses to make this information available as a matter of good practice and transparency, and in recognition that some Local Authorities and commissioners may wish to see evidence of this commitment.

Reconnect Learning Commitment

Reconnect Learning is committed to ensuring that all learners, regardless of need, have access to high-quality education, personalised support and opportunities to achieve their full potential.

Through inclusive practice, partnership working and a commitment to continuous improvement, we aim to create learning environments where every learner can thrive.

1.0

Policy Version

First edition, approved September 2026

10

Legislative Sources

Informed by ten pieces of legislation and statutory guidance

8

Programme Types

Covering all eight Reconnect Learning provision types

4

Areas of Need

Addressing all four SEND Code of Practice areas