



**Life Skills
Enterprise**

Special Educational Needs and Disability (SEND) Policy

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Article 29: The UN Convention on the Rights of the Child

“Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for their parents, their own and other cultures, and the environment.”

1. Objectives of the Policy

Life Skills Enterprise School is a specialist setting for pupils with Autism Spectrum Disorder (ASD) as a primary need, often with additional Speech, Language and Communication Needs (SLCN) and learning difficulties. This policy is aligned with the Children and Families Act 2014 and the SEND Code of Practice: 0-25 Years (2015). We aim to:

- Ensure all pupils’ needs are met through rigorous identification, assessment, planning and support.
 - Promote pupil and parent voice in all processes.
 - Provide full access to a broad and balanced curriculum.
 - Engage with external agencies appropriately.
 - Regularly monitor provision and progress.
 - Deliver regular, relevant staff training.
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2. How the Policy Will Contribute to Meeting the Objectives

The Senior Leadership Team (SLT) and Governing Body will monitor the policy’s effectiveness through evaluation of provision, progress data, training needs, statutory reviews and feedback from pupils, staff and families.

3. Guiding Principles

All pupils, regardless of gender, ethnicity, ability, disability or background, are entitled to high-quality education. Our approach reflects the four areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (SEMH)
- Sensory and/or physical needs

We recognise that pupils may present with complex combinations of needs.

Staff are trained in PROACT-SCIPr and supported by a therapeutic model emphasising early intervention. Small class sizes and TA support ensure tailored provision.

4. Coordinating SEND Provision

The Headteacher has strategic oversight of SEND. The Pastoral Leader coordinates daily provision, working closely with staff, parents, external agencies and the local authority. Their duties include:

- Overseeing the SEND policy
 - Advising on SEND strategies
 - Coordinating EHCP implementation and reviews
 - Ensuring compliance with the Equality Act 2010
 - Maintaining up-to-date records
 - Supporting transitions
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5. Education Health and Care Plans (EHCPs)

Every pupil at the school has an EHCP. These are formally reviewed three times a year. All stakeholders contribute to reviews and provision adjustments. Significant changes are communicated to the local authority for action.

6. Facilities and Accessibility

The school is fully accessible with:

- Step-free access throughout
 - Ramped outdoor areas
 - Compliant doors and toilets
 - Ongoing commitment to our Accessibility Plan
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7. Identification and Assessment of SEND

Though pupils have diagnosed ASD, other needs may emerge. All new pupils are assessed in their first six weeks and formally three times per year. Assessment includes:

- Literacy/numeracy screening
 - Holistic interventions (e.g. counselling, SALT, CBT)
 - External referrals where needed
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8. Access to the National Curriculum

Teachers deliver inclusive lessons with high expectations, ambitious targets, and planned differentiation. Adaptations include:

- Assistive technology
 - Sensory tools
 - Accredited qualifications (e.g. GCSE, BTEC, Functional Skills)
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9. Preparing for Adulthood (Transition)

Preparation begins early (from Year 9), focusing on:

- Employment and training pathways
- Independent living
- Community participation
- Health and well-being

Gatsby Benchmark-aligned careers advice is embedded into KS4 planning.

10. Pupil Voice

We are committed to enabling pupil participation in all areas. This includes:

- One Page Profiles and individual plans
 - Accessible formats for expressing views
 - Annual and termly reviews
 - Student voice forums
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11. Monitoring and Evaluation

Governors receive termly updates on SEND provision and outcomes. The SEND link governor works with the Pastoral Leader to ensure quality assurance. Policy is reviewed annually with stakeholder input.

12. Complaints

Complaints can be made via:

- Any trusted adult (students)
- The formal school complaints policy (parents/carers)

13. Staff Training and Development

Staff receive:

- PROACT-SCIPr and restorative practices training
- CPD in SEND strategies, neurodiversity, SEMH, EHCP planning
- Subject-specific and safeguarding training

14. Working in Partnership with Parents/Carers

We value parental involvement and provide:

- Weekly tutor contact
- Flexible meeting formats
- Clear guidance on processes
- Support for diverse communication needs
- Opportunities for feedback and co-production

15. Linked Policies

- Accessibility Plan
- Equality Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy
- Anti-Bullying Policy

16. Glossary

ASD: Autism Spectrum Disorder

EHCP: Education, Health and Care Plan

SEMH: Social, Emotional and Mental Health

SALT: Speech and Language Therapy

PROACT-SCIPr: Proactive Behaviour Management Framework

PfA: Preparing for Adulthood

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Review Date: Sept 2026

Governing Body Acceptance Date: [To be completed]

Website Link: [Insert hyperlink once published]

DRAFT