



SEND Policy

Prepared by: The Central Team / localised for Life Skills Enterprise

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1. INTRODUCTION AND PURPOSE

Life Skills Enterprise is owned and operated by Cavendish Education. LSE is an independent special school whose pupils have Education, Health and Care Plans (EHCPs), with autism central to the provision. This policy explains how LSE implements individual provision, removes barriers to learning and supports pupils to make progress academically, socially, emotionally and towards adult life. It reflects the school's double-stranded curriculum and CALM values: CALM - C = Curriculum Value, A = Aspirations, L = Life Skills, M = Mental Health and Wellbeing.

2. LEGAL AND REGULATORY FRAMEWORK

This policy has regard to the Children and Families Act 2014; SEND Regulations 2014; SEND Code of Practice: 0 to 25 years; Equality Act 2010; Education (Independent School Standards) Regulations 2014; Keeping Children Safe in Education 2026; Human Rights Act 1998; and relevant current DfE guidance. LSE also uses KCC SEND Strategy 2025-2028 and local SEND/accessibility guidance as good-practice context for pupils placed by Kent County Council.

3. LEADERSHIP AND RESPONSIBILITIES

- Paul Barrett, Headteacher, holds overall responsibility for ensuring that the school can meet pupils' commissioned needs and that EHCP provision is implemented.
- Rebecca Twinn, Head of Curriculum, Teaching and Learning, leads curriculum design, teaching quality and adaptation so pupils can access a suitably ambitious curriculum.
- Craig Kelly is the school's SENDCo and leads the coordination of SEND provision, EHCP implementation and review, liaison with placing local authorities and external professionals, and advice/support to staff and families. Responsibility for meeting pupils' needs remains shared by all teachers and leaders.
- Craig Kelly (Lead DSL) and Deputy DSLs Kim, Rob and Paul Barrett ensure safeguarding is integrated with SEND practice.
- Kim Ochs (Pastoral and First Aid Lead, Level 3), Lucy (Nurture and Wellbeing), Farrah Money (Occupational Therapist) and Rob Walker (Psychotherapist) contribute to integrated support within their roles.
- Every teacher is responsible for the progress, participation and safety of pupils they teach and for implementing agreed EHCP/individual strategies.

4. IDENTIFICATION, ASSESSMENT AND REVIEW

Because pupils are admitted with EHCPs, LSE begins with the statutory plan, previous-setting information, family and pupil views, baseline assessment and professional reports. Needs are reviewed continuously across communication, cognition/learning, social-emotional/mental health, sensory/physical, independence and preparation for adulthood.

The school uses an Assess-Plan-Do-Review approach within day-to-day provision. Changes in presentation or progress are not automatically attributed to SEND: staff consider safeguarding, attendance, health,

medication, trauma, environment, communication and other factors.

5. EHCP IMPLEMENTATION AND ANNUAL REVIEW

EHCP outcomes and specified provision inform timetables, teaching, interventions, therapy and pastoral support. LSE works with the placing local authority and parents/carers to review progress and provision. Annual reviews are person-centred, include accessible pupil voice and consider whether outcomes, provision or placement require amendment. Urgent/interim review is requested where needs or risk change materially.

6. CURRICULUM, TEACHING AND REASONABLE ADJUSTMENTS

LSE's double-stranded curriculum combines academic learning with life skills and preparation for adulthood. Teaching is ambitious but adapted to pupils' starting points and needs through structured teaching, task chunking, visual supports, explicit vocabulary/communication teaching, sensory regulation, assistive technology, alternative recording, additional processing time and carefully planned adult support.

Reasonable adjustments under the Equality Act are anticipatory where possible and are reviewed for impact. Adjustments seek to increase independence rather than create unnecessary dependency.

7. THERAPEUTIC, PASTORAL AND WELLBEING PROVISION

Therapeutic and pastoral support is integrated with education rather than operating in isolation. Farrah Money (OT) may assess/support sensory processing, motor and daily-living participation; Rob Walker (Psychotherapist) may provide psychotherapy and contribute to formulation/support; Kim Ochs provides pastoral support; Lucy provides nurture and wellbeing support. Targeted/direct work is based on assessed need, consent/professional boundaries and the provision commissioned/agreed for the pupil.

Where needs exceed the school's expertise or provision, LSE works with external professionals and the placing authority, which may include health services, CAMHS, social care and allied professionals.

8. BEHAVIOUR, REGULATION AND RESTRICTIVE INTERVENTION

Behaviour is understood as communication and in context. LSE uses PROACT-SCIPr-UK® to support prevention, de-escalation and least-restrictive practice. Pupil-specific plans identify triggers, communication, sensory/environmental adjustments and safe responses. Restrictive intervention is governed by the separate Physical Intervention Policy and current DfE guidance.

9. SAFEGUARDING AND ATTENDANCE

Pupils with SEND may face additional safeguarding barriers, including communication difficulties, social

vulnerability and assumptions that indicators are attributable to disability. Staff maintain professional curiosity and report concerns immediately to the DSL team. Absence/reduced engagement is considered both educationally and from a safeguarding perspective, with early family and placing-authority liaison.

10. PARTNERSHIP WITH PUPILS, FAMILIES AND PROFESSIONALS

Pupil voice is obtained using communication methods appropriate to each pupil. Parents/carers are partners in planning and review. LSE shares relevant information lawfully with placing authorities and professionals, and disagreements/complaints are addressed through the school's published complaints process.

11. PREPARING FOR ADULTHOOD AND TRANSITIONS

From admission, planning considers independence, communication, relationships, community participation, further education/training, employment and health. Careers learning, work experience, Unifrog, EBP Kent input, ASDAN, DofE and the Wheel of Independence are used as appropriate to individual pathways. Transition planning intensifies before key changes and involves the receiving provider/services.

12. MONITORING AND REVIEW

Leaders evaluate SEND provision through learning observations, work/progress information, EHCP outcomes, attendance/engagement, pupil and parent voice, behaviour/wellbeing data, therapy/pastoral evidence and annual-review outcomes. The policy is reviewed annually and earlier where legislation, guidance or school provision changes.

13. CONTACT INFORMATION

Headteacher: Paul Barrett. Head of Curriculum, Teaching and Learning: Rebecca Twinn. SENDCo and Lead DSL: Craig Kelly; Deputy DSLs: Kim Ochs, Rob Walker and Paul Barrett. Pastoral: Kim Ochs. Nurture and Wellbeing: Lucy. Occupational Therapist: Farrah Money. Psychotherapist: Rob Walker. School office: office@lifeskillsenterprise.co.uk | 01843 260315. Address: Northdown House, Northdown Park Road, Cliftonville, Margate, Kent CT9 3TP. Proprietor: Cavendish Education Ltd, 58 Buckingham Gate, London SW1E 6AJ.