



Special Educational Needs and Disability (SEND) Policy

Life Skills Enterprise

Prepared by	Life Skills Enterprise / Cavendish Education
Effective date	9 October 2026 (subject to approval)
Next scheduled review	September 2027
Version	V1.1 - proposed
Approval status	Revised LSE policy - draft for approval

Updated from the September 2026 LSE-specific SEND Policy currently published on the LSE website; only new safeguarding information-sharing provisions are highlighted.

1. INTRODUCTION AND PURPOSE

Life Skills Enterprise is an independent special school owned and operated by Cavendish Education. Pupils have Education, Health and Care Plans with autism central to provision. The school implements individual provision, removes barriers and promotes academic, social, emotional and preparation-for-adulthood outcomes. The double-stranded curriculum reflects LSE's CALM values: Curriculum Value, Aspirations, Life Skills, Mental Health and Wellbeing.

2. LEGAL AND REGULATORY FRAMEWORK

The school has regard to the Children and Families Act 2014; SEND Regulations 2014; SEND Code of Practice: 0 to 25; Equality Act 2010; Education (Independent School Standards) Regulations 2014; Keeping Children Safe in Education 2026; Human Rights Act 1998; local Kent SEND guidance and the new Children Act 2004 section 16LA information-sharing duty.

3. LEADERSHIP AND RESPONSIBILITIES

Paul Barrett (Headteacher) oversees commissioned provision. Rebecca Twinn (Head of Curriculum, Teaching and Learning) leads ambitious, adapted curriculum and teaching quality. Craig Kelly (SENDCo, Lead DSL) oversees EHCP delivery, annual review, local authority liaison and safeguarding. Kim Ochs (Pastoral and First Aid Lead, Deputy DSL), Rob Walker (Psychotherapist, Deputy DSL), Paul Barrett (Deputy DSL), Farrah Money (OT) and Lucy (Nurture and Wellbeing) work collaboratively in their respective roles. Teachers remain responsible for pupils' learning, inclusion and safety.

4. IDENTIFICATION, ASSESSMENT AND REVIEW

Provision begins with the EHCP, previous-setting and professional information, parent/carer and pupil voice, and baseline assessments. LSE uses Assess-Plan-Do-Review across communication, cognition, social-emotional, sensory, physical, independence and adulthood needs. Changes in pupil presentation must not automatically be attributed to SEND; staff consider safeguarding, attendance, health, trauma and environment.

5. EHCP IMPLEMENTATION AND ANNUAL REVIEW

EHCP outcomes and specified provision inform teaching, timetables, therapies and pastoral support. LSE works with placing local authorities and families on annual reviews and requests interim review where needs or risks change materially.

6. CURRICULUM, TEACHING AND REASONABLE ADJUSTMENTS

The LSE curriculum combines academic learning, life skills, independence and preparation for adulthood. Staff use structured teaching, explicit vocabulary, visual support, task chunking, sensory adaptations, assistive technology, flexible recording and processing time. Reasonable adjustments are anticipatory where possible and reviewed for effectiveness.

7. THERAPEUTIC, PASTORAL AND WELLBEING PROVISION

Therapy and pastoral provision is integrated with learning. Farrah Money supports OT and sensory/daily living needs; Rob Walker contributes psychotherapy; Kim Ochs provides pastoral support; Lucy contributes nurture and wellbeing. Work takes account of professional boundaries, pupil consent to specific services and commissioned provision. Wider health, social care, CAMHS and placing-authority support is sought where appropriate.

7.1 Early welfare information-sharing (NEW)

Staff must identify, record and bring relevant emerging safeguarding or welfare information to the Designated Safeguarding Lead (DSL), Craig Kelly, or a Deputy DSL without unnecessary delay. This includes concerns arising from attendance, emotional wellbeing, SEND, friendships, family circumstances, behaviour, online activity, pastoral work, therapy and transition planning. The DSL will identify the appropriate recipient, verify its role and eligibility under section 16LA, assess relevance and how sharing may facilitate safeguarding or welfare, and arrange secure, timely and proportionate disclosure. Staff must not assume that a formal Early Help, section 17 or section 47 threshold is required before relevant information can or must be shared.

The section 16LA duty does not apply where, on a careful child-centred assessment, disclosure would be more detrimental to the child than withholding it. Such an exception should be unusual and the reasons documented.

The duty displaces an obligation of confidence where its conditions are met, but DOES NOT displace UK GDPR, the Data Protection Act 2018 or other legal restrictions. LSE must identify and document an applicable lawful basis, meet any additional conditions for special-category or criminal-offence information, ensure accuracy and data minimisation, and use approved secure channels. Where a recipient is not within section 16LA(4), information sharing must be considered separately under the applicable safeguarding, confidentiality and data protection frameworks. Consent to receive voluntary Early Help services is separate from consent as a lawful basis for sharing information.

8. BEHAVIOUR, REGULATION AND RESTRICTIVE INTERVENTION

Staff understand behaviour as communication. PROACT-SCIPr-UK principles inform proactive, least-restrictive support, regulation, de-escalation and pupil-specific plans. The separate Physical Intervention Policy governs restrictive intervention.

9. SAFEGUARDING AND ATTENDANCE

Pupils with SEND may face additional safeguarding risks and disclosure barriers. Staff must maintain professional curiosity and report concerns to Craig Kelly or the Deputy DSLs. Changes in attendance, participation or wellbeing may indicate unmet needs or safeguarding concerns; LSE works early with families and placing authorities.

10. PARTNERSHIP WITH PUPILS, FAMILIES AND PROFESSIONALS

Pupil voice is sought through accessible verbal, visual and alternative communication methods. LSE works with families, placing authorities and professional partners and shares information lawfully for pupil welfare.

11. PREPARING FOR ADULTHOOD AND TRANSITIONS

Transitions are planned from admission and cover independent living, relationships, health, community participation, education, training and employment. Careers/Unifrog, ASDAN, DofE, work experience, therapies and the Wheel of Independence support individual pathways. Liaison with receiving settings is arranged in good time.

11.1 Secure pupil transition information (NEW)

For a pupil joining or leaving Life Skills Enterprise, including an in-year transfer or a move across local authority boundaries in England, the DSL will communicate with the counterpart DSL and the placing/home local authority as appropriate. The school will request and provide relevant child protection, safeguarding, attendance, early-help and welfare information promptly and securely to eligible recipients, including information needed before the first day to allow appropriate protection, reasonable adjustments and support. The child protection file will be transferred separately from the general pupil file, ordinarily within five days of an in-year transfer or the first five days of a new term, with earlier contact where risk or complexity requires it. Record the request, sent material, recipient verification, receipt acknowledgement and any outstanding documents; escalate missing or uncertain destinations under the Children Missing Education procedures.

12. MONITORING AND REVIEW

SEND provision is evaluated using progress, EHCP outcomes, attendance, behaviour, safeguarding, therapy and pastoral records, pupil/parent views and annual review actions. The policy will be reviewed annually or sooner in response to statutory changes.

13. CONTACT INFORMATION

Headteacher: Paul Barrett; Curriculum, Teaching and Learning: Rebecca Twinn; SENDCo/Lead DSL: Craig Kelly; Deputy DSLs: Kim Ochs, Rob Walker, Paul Barrett; Pastoral: Kim Ochs; Nurture: Lucy; OT: Farrah Money; Psychotherapist: Rob Walker. School office: 01843 260315, office@lifeskillsenterprise.co.uk.

Information-sharing legal references

- Children Act 2004, section 16LA (in force 30 September 2026)
- Children's Wellbeing and Schools Act 2026, section 4

- Department for Education, Information sharing to safeguard children and young people: statutory guidance, updated 10 September 2026
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- UK GDPR and Data Protection Act 2018
- Kent Safeguarding Children Multi-Agency Partnership procedures and local authority Children Missing Education arrangements

This is a draft for proprietor approval and DPO review where required. It does not replace emergency services, statutory referral or local safeguarding procedures.