



SEND policy

Woodventurers Woodland Learning are committed to ensuring all pupils with SEND or on the SEND register attending our alternative provision are given the best opportunity to succeed and thrive in their learning regardless of their needs.

Definition:

A person with Special Educational Needs or Disability may have

- Physical disability, including visual or hearing impairment.
- Specific learning disorders, such as dyslexia or aspects of memory function.
- Motor skill difficulties (fine and gross)
- Oral and/or written expression limitations .
- Emotional or behavioural difficulties.
- Illness and long-term absence

Our aims are:

- To work within the guidance laid down in the SEND Code of Practice
- To operate a whole company approach to the management and provision of support for SEND that takes into account the needs of children or staff we work with.
- To identify potential barriers and put in place appropriate measures to ensure learning is accessible for pupils/adults who have SEND and additional needs.
- To provide support and advice for all staff working with SEND pupils or adults.

We do this by:

- Communicating with all parties involved including the individual, the service user and/or other stakeholders to best understand the needs of the individual and how we may meet these within our provision before and during a programme of sessions.
- Providing learning experiences that are differentiated according to the needs and abilities of the individual.
- Providing the appropriate resources and working environment to ensure best outcomes.
- Stimulate and maintain interest and enjoyment for learners with SEND ensuring they are involved with, so far as is possible, decisions regarding the programme of learning.
- Ensuring staff are suitably trained in how best to manage any additional needs of pupils and or/adults they are working with.

This policy statement runs alongside the following Woodventurers Policies:

Equal opportunities

Supporting learners with medical conditions

Safeguarding

Written by Toni Rogers June 2021

Next review June 2022