



SEND POLICY **(Special Educational Needs & Disabilities)**

Date Last Reviewed	December 2025
Date Effective From	6th January 2026
Date of Next Planned Review	December 2026
Signed	Natalie King, Managing Director

At AccXel, we believe in teaching and learning in such a way that each individual student strives to achieve above and beyond expectations through a balanced and differentiated provision. This includes those students who are identified as SEND.

Definition of SEND

A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than most others of the same age, or
- Has a disability that prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Objectives

AccXel is committed to meeting the special educational needs of students and ensuring that they make progress. In line with our Mission Statement, we will:

- Have a whole college/person approach to SEND.
- Every tutor at AccXel is a teacher of every student, including those with SEN.
- Provide a safe environment for SEND students.
- Identify and provide support for students who have special needs.
- Provide support and advice for all staff working with SEND students.
- Develop and uphold the school as a caring community.
- Ensure all SEND students have high aspirations and be as independent as possible.

Identification

Students with SEND are usually identified through the recruitment process, where they are encouraged to disclose any known needs, diagnoses, or learning differences. This can include information from Education, Health and Care Plans (EHCPs), My Plans, previous learning support arrangements, or reports from their prior education provider.

In addition to self-disclosure, AccXel conducts initial assessments, such as BKSB, Lucid screening tools, and interviews, to identify any potential learning difficulties that have not yet been formally recognised. Where concerns arise, further assessments may be arranged to explore specific needs such as dyslexia, processing difficulties, or social and emotional challenges.

AccXel maintains close communication with parents, carers, and external agencies to ensure a full picture of each learner's needs is established early. Identification is ongoing; if a concern emerges during the programme, students will be reassessed and support will be adapted accordingly.

Teaching and Learning

If a tutor has concerns about a student's progress, behaviour, or engagement at any point, they will liaise with the SEN Lead to discuss potential barriers to learning. This includes reviewing existing

information, observing the student in different contexts, and considering whether adjustments or interventions are required.

High-quality teaching remains the cornerstone of SEND support at AccXel. Tutors are expected to differentiate effectively by adapting delivery methods, materials, and assessment approaches to meet individual learning needs. This may include breaking tasks into smaller steps, offering additional scaffolding, using multisensory teaching strategies, or incorporating assistive technology.

All staff are supported in developing their knowledge of SEND strategies through regular training, coaching, and ongoing collaboration with the SEN Lead. The aim is to ensure lessons are accessible, inclusive, and appropriately challenging for all students.

Support

The support timetable is reviewed frequently to ensure it reflects students' changing needs and staff observations. Support can take the form of one-to-one sessions, small-group interventions, or in-class assistance depending on the individual's profile and the nature of the course.

Support may include literacy and numeracy intervention, study skills development, emotional regulation strategies, or specialist techniques tailored to specific learning difficulties. Students can access help during lessons, breaks, and structured support slots, ensuring they are not disadvantaged in their learning.

The SEN Lead works closely with tutors to ensure support is embedded within the curriculum, enabling students to develop independence and confidence rather than relying solely on additional intervention.

Reviewing and Evaluating Outcomes

Students receiving additional support or intervention are logged through the college's learner management process, which enables detailed tracking of their progress over time. Performance data, staff feedback, and student self-reflection are used to evaluate the impact of support strategies and identify where adjustments are needed.

Progress reviews take place at key points throughout the year and involve the student, SEN Lead, and relevant tutors. Outcomes may include academic achievement, engagement levels, attendance, confidence, and personal development indicators.

If a student is not making expected progress, the SEN Lead may revise the support plan, introduce new interventions, or seek guidance from external agencies to ensure the student's needs are met effectively.

Roles and Responsibilities

The SEN Lead works closely with all staff to ensure the effective implementation of the SEND Policy. This includes coordinating support provision, maintaining up-to-date student records, offering advice on teaching strategies, and ensuring compliance with SEND legislation.

Teaching staff are responsible for adapting their lessons to meet diverse needs, monitoring progress, identifying concerns early, and communicating regularly with the SEN Lead. They are expected to create inclusive learning environments where all students feel valued and supported.

Managers and leaders at AccXel ensure the SEND Policy is properly embedded throughout the organisation and that staff receive appropriate training. They play a key role in strategic planning, resource allocation, and evaluating the overall effectiveness of SEND provision.

Complaints

Should a parent, carer, or student have concerns about SEND provision, the first step is to discuss these with the Head of Education. An initial investigation will take place, and adjustments may be made to support arrangements where appropriate.

If concerns continue, the SEN Lead will reassess the student and work with staff to implement revised targets or interventions. Where necessary, external advice from agencies such as the Local Education Authority (LEA) may be sought.

If the issue remains unresolved, the matter can be escalated to the Principal. Following this, a formal written complaint may be submitted to the Chair of Governors. The governing body will only become involved once all other avenues for resolution have been explored.

Training

The SEN Lead and Principal remain up-to-date with SEND policy developments, legislation, and best practice through attendance at training, professional conferences, and regular meetings with external specialists. They also undertake continuous professional development (CPD) relating to specific learning needs and inclusive teaching strategies.

Teaching and non-teaching staff receive ongoing training through staff meetings, workshops, external courses, and in-house development sessions. This ensures everyone has the skills, confidence, and knowledge required to support students with a wide range of needs.

AccXel encourages all staff to develop specialist interest areas and to share new strategies and resources across the organisation. This collective approach promotes a culture of continuous improvement and high-quality provision for all learners.

Related Policies

- Safeguarding Policy
- Equality and Diversity

This policy has been agreed by the AccXel senior management team and agreed. It will be reviewed every year or after significant changes to the centre's business or staff.

Signed:

Natalie King

Date: 06/01/2026