



Educ8

Education Delivered with Utmost Care

Educ8 (Luton) Ltd

(Hereinafter referred to as "Educ8")

A bespoke 1:1 tuition service, where the education delivered is tailored to meet the exact requirements of the student involved.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Rationale

We believe that all students have the right to equal opportunity to reach their potential, regardless of ability or educational need. In order to achieve this, we aim to provide a positive and successful learning experience for all students.

We believe that special educational needs are best met by an organisation that develops good inclusive practice for all learners, where all tutors share responsibility for identifying and responding to individual needs.

We recognise that special educational needs are not solely a reflection of a learner's difficulty or disability. Needs may also be influenced by environment, teaching strategies, and access to appropriate support.

We believe all students possess individual strengths and that a flexible, differentiated, and personalised approach is essential to enable effective progress.

We also believe that with high expectations and appropriate support, the majority of young people can become confident individuals who achieve positive long-term outcomes in education, employment, and adult life.

Definitions

The SEND Code of Practice identifies four broad areas of need:

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

A child or young person has special educational needs if they have a learning difficulty or disability which requires special educational provision.

A child has a learning difficulty if they:

- Have significantly greater difficulty in learning than others of the same age, or
- Have a disability which prevents or hinders them from using facilities generally available to others of the same age in mainstream education settings

A child or young person has a disability if they have:



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- A physical or mental impairment
- Which has a substantial and long-term adverse effect (12 months or more) on their ability to carry out normal day-to-day activities

This may include sensory impairments and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Not all disabled children have SEND, but there is significant overlap where special educational provision is required.

We recognise our duties under the Equality Act 2010 to ensure that:

- Disabled children and young people are not directly or indirectly discriminated against, harassed, or victimised
- Reasonable adjustments are made so that disabled learners are not placed at a substantial disadvantage compared to their peers

Aims

- To ensure access to a broad and balanced curriculum, with reasonable adjustments where required
- To provide positive and successful learning experiences that promote confidence and self-esteem
- To ensure effective identification and communication of SEND needs with schools and other agencies
- To match learning tasks to learner capability through differentiation and adaptive teaching strategies
- To involve learners in decisions about their learning where appropriate
- To support tutors through guidance, planning, and evaluation
- To work collaboratively with external agencies where appropriate to support learners

To achieve our aims, we will:

- Manage the day-to-day implementation of SEND provision
- Coordinate and oversee responses to identified learning needs
- Support and advise tutors in meeting learner needs
- Maintain and share SEND records securely and appropriately
- Act as a point of contact for parents/carers and commissioning schools where required
- Liaise with external agencies and support services
- Monitor and evaluate SEND provision and outcomes
- Support resource allocation (human and material) to meet learner needs
- Support ongoing professional development for tutors
- Promote multi-agency collaboration where appropriate



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Tutors will:

- Use a range of strategies to meet individual learning needs
- Plan sessions with clear learning objectives
- Differentiate learning appropriately
- Use assessment to inform next steps in learning

Regular communication will take place with schools, parents/carers, and relevant professionals regarding learner progress where appropriate.

Success Criteria

- Tutors understand which learners have SEND and how to support them effectively
- Appropriate strategies are consistently implemented to support progress
- Learners make measurable academic and personal progress
- Parents/carers are informed and confident in the support provided
- Learners are supported to progress into post-16 education, training, or employment where appropriate

References

- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014
- SEND Code of Practice: 0–25 years (DfE & Department of Health and Social Care, 2015)

Review

N K Jones
September 2026

Review Date
September 2027