SEND (Special Educational Needs and Disabilities) Policy

Last reviewed: Friday 20th November 2026

Purpose

The purpose of this policy is to ensure that children and learners with Special Educational Needs and Disabilities (SEND) receive appropriate support, access, and opportunities to succeed in their learning at Douce France. Environment should be enabling and inclusive to help children with disabilities to reach their full potential. It promotes inclusion, personalised learning, and compliance with statutory requirements.

Scope

This policy applies to:

- All children and learners with identified or suspected SEND.
- All staff, tutors, volunteers, and contractors involved in planning, teaching, and supporting children and learners.
- All activity and learning environments.

This policy is written with reference to
SEND Code of Practice
Keeping Children Safe in Education (2025)

Aims

- Identify and respond to the child or learners' individual needs promptly.
- Provide high-quality teaching and support tailored to each child or learner.
- Ensure children or learners with SEND have equal access to learning and participation.
- Comply with the Children and Families Act 2014, Equality Act 2010, and other relevant legislation.

Key Principles

- Early identification and intervention are essential for effective support.
- Individual needs are recognised and addressed through a flexible and adapted approach.
- Collaboration and good communication with children or learners, parents/guardians, and external professionals is central.
- Inclusion, dignity, and respect underpin all SEND support practices.
- SEMH needs are recognised, understood and valued as part of SEND.
- Neurodivergence is recognised, respected and supported.
- Children and learners without diagnosis but with emerging need are supported and encouraged

Procedures

1. **Identification and Assessment**

- Assess children and learners' needs through observations, discussions, and review of prior records.
- Work with parents/guardians, external specialists, and educational professionals to gather relevant information.
- Maintain accurate documentation of assessments and interventions.
- Recognise that SEND in Alternative Provision (AP) often overlaps with SEMH, Trauma and adverse experiences, disengagement or exclusion
- When available, EHCPs and support plans will be taken into account, alongside the child's individual needs, to provide appropriate support.

2. **Support, Monitoring and Review**
   - Adapt activities and teaching approaches to meet children's individual needs where possible.
   - Provide additional support and guidance to children who need it during activities.
   - Encourage regular communication between staff to identify any difficulties and adapt support when needed.
   - Take into account the link between SEND, behaviour and safeguarding concerns, following our safeguarding procedures when necessary.
   - Monitor children's wellbeing and participation throughout the activities.
   - Communicate with parents or guardians when appropriate to better understand and support their child's needs.
   - Ensure information sharing complies with confidentiality and data protection requirements.

3. **Staff Responsibilities**
   - All staff must be aware of SEND policies, procedures, and children and learners' individual needs.
   - Staff are responsible for implementing support strategies and reporting concerns promptly.
   - Staff receive training to recognise, support, and adapt teaching for children and learners with SEND.
   - Staff who are trained in specific SEND will be matched when possible with appropriate children and learners to ensure the best outcomes
   - Staff treat children with care and understanding, taking their past experiences into account when known.

Monitoring and Review

- The SEND policy and support practices are reviewed annually or following significant changes in legislation, children and learner needs, or organisational structure.
- Records of interventions, assessments, and reviews are maintained for monitoring, accountability, and continuous improvement.