

CLEARSPACE LEARNING LTD

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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Approved by:	Stuart Knox, Director

1. POLICY STATEMENT

1.1 Our Vision

At Clearspace Learning, we believe that neurodiversity is a superpower, not a deficit. Every child has unique strengths, gifts, and potential. Our mission is to create a space where neurodivergent and dual exceptional children can explore, create, question, and flourish without the constraints and expectations that may have caused them to struggle in traditional settings.

We provide specialist alternative provision for children and young people aged 8-25 with special educational needs and disabilities (SEND), particularly those who are:

- Neurodivergent (autistic, ADHD, dyslexic, dyspraxic, etc.)
- Dual exceptional (gifted with additional needs)
- School-refusing or unable to access mainstream education
- Requiring trauma-informed, relationship-based approaches

1.2 Our Philosophy

"Learning Without Limits" - We believe:

- Every child can learn when the environment, approach, and relationship are right
- Children are individuals - not diagnoses, labels, or statistics
- Neurodivergent minds are different, not less - they bring creativity, innovation, and unique perspectives
- Trauma-informed practice is essential - connection before correction, regulation before reasoning
- Learning is an authentic expression - not compliance or conformity
- Hands-on, experiential STEM learning engages neurodivergent learners powerfully
- Relationships are the foundation - children learn from people they trust
- Beautiful chaos is okay - messy, exploratory, child-led learning is valid
- Failure is part of learning - we celebrate effort, curiosity, and resilience

1.3 Legal Framework

This policy has been developed in accordance with:

Legislation:

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Personal Budgets) Regulations 2014
- Mental Capacity Act 2005

Statutory Guidance:

- SEND Code of Practice 2015
- Keeping Children Safe in Education 2026 (SEND vulnerabilities)
- Supporting Pupils with Medical Conditions 2015
- Equality Act 2010: Advice for Schools (DfE)

Other Guidance:

- Inclusive and Accessible Education (Government guidance)
- Ofsted Education Inspection Framework (personal development for SEND)

2. DEFINITION OF SEND

2.1 What is SEND?

A child or young person has SEND if they have:

- A learning difficulty or disability which calls for special educational provision
- Special educational provision means provision that is different from or additional to that normally available

2.2 Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas:

1. Communication and Interaction:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs (SLCN)
- Social communication difficulties

2. Cognition and Learning:

- Specific learning difficulties (dyslexia, dyscalculia, dysgraphia)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Global developmental delay

3. Social, Emotional and Mental Health:

- ADHD and ADD
- Attachment difficulties
- Anxiety and depression
- Conduct disorders (ODD, PDA)
- Trauma and adverse childhood experiences
- School refusal/avoidance

4. Sensory and/or Physical Needs:

- Visual impairment
- Hearing impairment
- Multi-sensory impairment
- Physical disability
- Sensory processing difficulties

Note: Many children have needs across multiple areas. We take a holistic, individualised approach.

2.3 Our Typical Students

Clearspace Learning specialises in:

Neurodivergent Children:

- Autistic children and young people
- ADHD/ADD (attention differences)
- Dyslexia, dyspraxia, dyscalculia
- Sensory processing differences
- PDA (Pathological Demand Avoidance) profile

Dual Exceptional (2e):

- High ability/gifted with additional needs
- Advanced in some areas, struggling in others
- Often misunderstood in traditional settings
- Bored by regular curriculum but need SEND support

Trauma-Affected:

- School refusal/avoidance (school phobia)
- Anxiety and mental health difficulties
- Children excluded or at risk of exclusion
- Those who have experienced educational trauma

Complex Needs:

- Multiple diagnoses
- Medical needs alongside educational needs
- Children who have not thrived in other provisions

3. OUR APPROACH TO SEND

3.1 Trauma-Informed Practice

We recognise that many neurodivergent children have experienced educational trauma:

- Being misunderstood or labelled as "naughty" or "lazy"
- Punishment for behaviour they couldn't control
- Sensory overload in mainstream environments
- Social rejection and bullying
- Repeated experiences of failure

Our trauma-informed approach:**Connection Before Correction:**

- Building trust and safety is the first priority
- Behaviour is communication - we seek to understand, not punish
- Relationships are the foundation of learning

Regulation Before Reasoning:

- Children cannot learn when dysregulated
- We support co-regulation before expecting self-regulation
- Sensory needs and breaks are respected

Understanding Over Punishment:

- We assume positive intent
- Challenging behaviour signals unmet needs
- We adapt the environment, not the child

Safety and Predictability:

- Clear expectations and routines (with flexibility)
- Consistent, reliable adult (Stuart Knox)
- Safe space to make mistakes and take risks

3.2 Relationship-Based Learning

Why Relationships Matter:

- Neurodivergent children often have trust issues due to past experiences
- Learning happens through safe, authentic relationships
- Children regulate through co-regulation with trusted adults
- Motivation comes from connection, not compliance

How We Build Relationships:

- Time spent getting to know each child's interests, strengths, fears
- Following the child's lead in learning
- Authentic curiosity about their ideas and creations
- Celebrating small wins and growth
- Being reliable, consistent, and honest

3.3 Child-Led, Interest-Based Learning

"Beautiful Chaos" Approach:

- Learning is exploratory, messy, hands-on, and authentic
- We follow the child's curiosity and interests
- STEM projects (go-kart building, coding, robotics) engage neurodivergent learners
- Learning is active, not passive
- Making mistakes is celebrated as part of the process

Why This Works for Neurodivergent Children:

- Engagement through intrinsic motivation (interests)
- Hands-on learning suits many neurodivergent learning styles
- Reduces demand (PDA-friendly approach)
- Builds on strengths rather than focusing on deficits
- Allows for hyperfocus on special interests

3.4 Flexible, Mobile Provision

Our unique model:

- Sessions in students' homes, community venues, or mobile learning hub
- One-to-one or small group provision
- Part-time packages (2-10 hours per week typically)
- Flexible scheduling to suit individual needs

Benefits for SEND students:

- Removes barriers of traditional school environments
- Reduces anxiety (familiar or chosen locations)
- Flexible timing (accommodates medical appointments, anxiety, sleep issues)
- Provision comes to the student, not vice versa
- Can access education even during school refusal

4. IDENTIFYING AND ASSESSING SEND

4.1 How Children Come to Clearspace

Most children are referred to us by:

- Local authorities (via EHCP or commissioned packages)
- Schools (when mainstream provision isn't meeting needs)
- Parents (seeking alternative provision)
- Educational psychologists or other professionals

At referral stage:

- Child typically has identified SEND (often EHCP in place)
- Previous assessments and reports provided
- Current levels of functioning and barriers outlined

4.2 Our Initial Assessment Process

STEP 1: Information Gathering

- Review all existing reports (EHCP, EP assessments, SALT reports, OT reports, medical info)
- Speak with parents/carers about child's strengths, needs, interests
- Speak with current/previous school SENCOs
- Understand what has worked and what hasn't

STEP 2: Initial Meeting

- Meet child and parents in comfortable setting
- No formal "assessment" - building relationship
- Observe child's communication style, sensory needs, engagement
- Discuss child's interests, fears, aspirations
- Tour of mobile learning hub (if appropriate)

STEP 3: Gradual Start

- First sessions are short (30-60 minutes)
- Focus on relationship-building and exploring interests
- Low-demand approach (especially for PDA profiles)
- No pressure - following child's lead
- Building trust and safety

STEP 4: Ongoing Formative Assessment

- Observe how child engages with different activities
- Note communication preferences
- Identify sensory sensitivities or preferences
- Understand executive function and organisation needs
- Discover learning strengths and preferences

STEP 5: Personalised Learning Plan

- Created after 4-6 weeks of working together
- Based on observations, conversations, and child's input
- Outlines learning goals, approaches, adaptations
- Reviewed and updated regularly

4.3 What We Assess

We take a strengths-based approach - understanding:

Strengths:

- Special interests and passions
- Areas of high ability or giftedness
- Creative talents
- Problem-solving approaches
- Social strengths (loyalty, honesty, sense of justice)

Learning Preferences:

- Visual, auditory, kinaesthetic?
- Prefers hands-on or abstract?
- Learns through doing, watching, discussing?
- Prefers structure or flexibility?
- Works best alone or in company?

Communication:

- Verbal abilities and preferences
- Receptive language (understanding)
- Expressive language (communicating ideas)
- Non-verbal communication
- Need for processing time
- Alternative communication methods (AAC, writing, drawing)

Sensory Needs:

- Sensory sensitivities (sounds, lights, textures, smells)
- Sensory seeking behaviours
- Proprioceptive and vestibular needs
- Environmental preferences (quiet, busy, indoors, outdoors)

Regulation:

- What helps child feel calm and regulated?
- Early warning signs of dysregulation
- De-escalation strategies
- Sensory regulation needs
- Need for movement breaks

Executive Function:

- Organisation and planning
- Time management
- Working memory

- Task initiation
- Flexibility and shifting
- Self-monitoring

Barriers:

- Anxiety triggers
- Demand avoidance (PDA)
- Specific phobias or fears
- Trauma responses
- Previous negative experiences
- Social difficulties

4.4 We Don't Use Formal Testing

Why not:

- Most children are already over-assessed
- Formal tests can be triggering or stressful
- We have existing reports and assessments
- Our focus is on understanding the child holistically
- Learning is observed through authentic activities

Exception: If parents or commissioning schools request specific assessments and we have appropriate tools/qualifications, we may conduct targeted assessments.

5. PERSONALISED LEARNING APPROACHES

5.1 Individual Learning Plans

Every child has an Individual Learning Plan (ILP) which includes:

Learning Goals:

- Developed with child, parents, and commissioning school
- SMART targets (Specific, Measurable, Achievable, Relevant, Time-bound)
- Across areas: academic, social, emotional, independence, wellbeing
- Based on EHCP outcomes where applicable

Teaching Strategies:

- How we will support learning (visual supports, hands-on, repetition, modelling)
- Differentiation approaches
- Use of technology and assistive tech
- Adaptations and reasonable adjustments

Sensory and Regulation:

- Identified sensory needs and preferences
- Regulation strategies and sensory diet
- Movement breaks and flexible scheduling
- Environmental adaptations

Communication:

- Preferred communication methods
- Scaffolding and processing time
- Visual supports (schedules, task lists, social stories)

Engagement:

- How we will build on interests
- Project ideas aligned with child's passions
- Motivators and rewards (if appropriate)

Risk Management:

- Identified anxiety triggers
- De-escalation strategies
- Crisis/meltdown support plans
- Safety considerations

Review:

- How often reviewed (minimum termly)
- Who is involved in reviews
- How progress is measured

5.2 Differentiation and Reasonable Adjustments

We make reasonable adjustments including:

Curriculum:

- Content adjusted to match ability and interests
- Pace flexible (child-led)
- Depth vs. breadth (deep dives into interests rather than broad coverage)
- Real-world, meaningful learning (not worksheets for the sake of it)

Environment:

- Choice of location (home, outdoors, quiet spaces, mobile hub)
- Sensory accommodations (lighting, noise, seating, temperature)
- Minimal distractions where needed
- Access to movement and regulation tools

Communication:

- Instructions broken down into small steps
- Visual supports (schedules, checklists, diagrams)
- Processing time provided
- Alternative communication methods supported
- Written instructions in addition to verbal

Time:

- Flexible session lengths (shorter if needed)
- Breaks built in
- Extended time for tasks
- No rigid timetables if they cause anxiety

Resources:

- Assistive technology (text-to-speech, word prediction, timers)
- Fidget tools and sensory supports
- Alternative recording methods (video, audio, drawings vs. writing)
- Concrete manipulatives and hands-on materials

Demands:

- Low-demand approach (especially for PDA)
- Choices provided ("Would you like to...?")
- Collaborative language ("Let's...")
- Declarative language ("I wonder..." vs. "Do this")
- Respect for "no" - negotiating rather than forcing

5.3 Teaching Methods

Our teaching is:

Experiential:

- Learning by doing
- Real projects with real outcomes
- Hands-on STEM activities
- Practical, applied learning

Multisensory:

- Visual, auditory, kinaesthetic approaches
- Using multiple senses to embed learning
- Movement and learning combined

Scaffolded:

- Breaking tasks into manageable steps
- Modelling and demonstrating
- Gradual release of responsibility

- "I do, we do, you do" approach

Repetition with Variation:

- Revisiting concepts in different contexts
- Building mastery through practice
- Varied activities to maintain interest

Metacognitive:

- Thinking about thinking
- Discussing learning strategies
- Developing self-awareness about learning
- Growth mindset - effort and strategies matter

Tech-Enhanced:

- Using technology to support learning
- Coding, programming, digital creativity
- Assistive tech where beneficial
- But not screen-based for sake of it

6. WORKING WITH EDUCATION, HEALTH AND CARE PLANS (EHCPs)

6.1 Understanding EHCPs

An Education, Health and Care Plan (EHCP) is a legal document that:

- Describes a child's special educational needs
- Specifies the provision required to meet those needs
- Sets out outcomes the child should achieve
- Is reviewed annually

6.2 Our Role with EHCPs

When a child has an EHCP, we:

Understand the Plan:

- Read and understand all sections of the EHCP
- Identify outcomes we are expected to contribute to
- Note provision we are commissioned to deliver
- Understand any health or social care needs

Deliver the Provision:

- Provide the hours, approach, and support specified
- Work towards EHCP outcomes
- Track progress against targets
- Maintain records and evidence

Communicate:

- Share progress with parents regularly
- Liaise with commissioning LA SEND team
- Attend EHCP review meetings (Annual Reviews)
- Provide written reports for reviews

Contribute to Reviews:

- Prepare progress reports against EHCP outcomes
- Provide evidence of learning and development
- Make recommendations for future provision
- Advocate for child's needs

6.3 EHCP Annual Reviews

We participate in annual reviews by:

Preparation (2 weeks before review):

- Complete progress report against EHCP outcomes

- Gather evidence (photos, work samples, videos)
- Speak with child about their views
- Share report with parents and LA

Attendance:

- Stuart Knox attends review meetings (virtual or in-person)
- Presents progress and evidence
- Discusses what's working and challenges
- Makes recommendations for future

Follow-Up:

- Implement any changes to provision
- Update Individual Learning Plan
- Continue tracking progress

6.4 When EHCPs Need Amendments

If we believe a child's EHCP is not meeting their needs, we will:

- Discuss concerns with parents first
- Provide evidence of unmet needs
- Support parents in requesting assessment/review
- Liaise with commissioning LA
- Advocate for appropriate provision

7. SUPPORTING SPECIFIC NEEDS

7.1 Autism Spectrum Condition (ASC)

Understanding:

- Autism is a spectrum - every autistic child is unique
- Strengths: Attention to detail, pattern recognition, honesty, loyalty, deep knowledge
- Differences: Social communication, sensory processing, preference for routine, literal thinking

Our Approach:

- Predictability: Clear expectations, visual schedules, advanced warning of changes
- Sensory support: Quiet spaces, sensory breaks, accommodating sensitivities
- Communication: Clear, literal language; processing time; visual supports
- Social: No forced social interaction; respect for differences; explicit teaching when needed
- Interests: Building on special interests (hyperfocus can be a superpower!)

Strategies:

- Social stories for new situations
- Visual timetables and checklists
- Quiet, low-distraction environment options
- Special interest integration (Pokémon math, dinosaur science, etc.)
- Preparing for transitions ("In 5 minutes we will...")

7.2 ADHD / Attention Differences

Understanding:

- ADHD is executive function differences, not wilful misbehaviour
- Strengths: Creativity, hyperfocus, energy, quick thinking, out-of-box ideas
- Differences: Attention regulation, impulse control, organisation, time management

Our Approach:

- Active learning: Hands-on, movement-based, engaging
- Short bursts: Chunked tasks, frequent breaks, varied activities
- Scaffolding: Checklists, timers, reminders, external supports for executive function
- Fidgets allowed: Movement and sensory input supports focus

- Interest-driven: High engagement = better attention

Strategies:

- Movement breaks every 15-20 minutes
- Fidget tools available
- Visual timers ("We'll work for 10 minutes")
- Breaking tasks into small, manageable steps
- Immediate, specific feedback

7.3 Dyslexia and Specific Learning Difficulties

Understanding:

- Dyslexia affects reading/writing, not intelligence
- Strengths: Visual-spatial, creativity, problem-solving, "big picture" thinking
- Differences: Phonological processing, reading fluency, spelling, working memory

Our Approach:

- Multisensory teaching: Visual, auditory, kinaesthetic combined
- Assistive tech: Text-to-speech, speech-to-text, word prediction
- Alternatives to writing: Recording ideas orally, videos, drawings, models
- Phonics and decoding: Structured literacy approaches where needed
- Reduce writing demands: Oral responses, typing, mind maps

Strategies:

- Coloured overlays or specific fonts if helpful
- Reading aloud to students (accessing content without reading barrier)
- Allowing extra processing time
- Celebrating ideas over spelling/handwriting
- Project-based learning (demonstrate knowledge without essays)

7.4 PDA (Pathological Demand Avoidance)

Understanding:

- PDA is an autism profile with extreme anxiety around demands
- Strengths: Creative problem-solving, negotiation skills, out-of-box thinking
- Differences: Demand avoidance (even preferred activities), need for control, masking

Our Approach:

- Low-demand: Reducing demands wherever possible
- Collaborative: "Let's..." not "You must..."
- Choice: Offering choices to maintain autonomy
- Declarative: "I wonder if..." vs. "Do this"
- Indirect: Modelling, pondering aloud, not direct instructions
- Trust: Building relationship so child doesn't need to mask

Strategies:

- Avoiding direct demands ("Would you like to...?")
- Giving control where safe (child leads)
- Using humour, playfulness, role play
- Respecting "no" - backing off and trying later
- Framing activities as collaboration not tasks

7.5 Anxiety and School Refusal

Understanding:

- School refusal is anxiety-based, not defiance
- Strengths: Sensitivity, empathy, awareness of risks
- Differences: Heightened fight/flight responses, catastrophic thinking, avoidance

Our Approach:

- Safety first: Creating genuinely safe environment (not just telling child they're safe)
- Gradual exposure: Starting small (short sessions, familiar places)
- No pressure: If child can't engage today, that's okay

- Building tolerance: Slowly increasing demands as confidence grows
- Celebration: Recognising every bit of attendance and effort

Strategies:

- Starting with very short sessions (30 mins)
- Allowing parent presence initially if needed
- Choice of location (home may feel safer)
- Preparing child in advance (photos, descriptions, meeting beforehand)
- Flexible timing (not forcing 9am starts if mornings are hard)

7.6 Dual Exceptional (2e)

Understanding:

- High ability (gifted) with additional needs (ADHD, autism, dyslexia, etc.)
- Often misunderstood - "If they're so smart, why can't they...?"
- Strengths: Advanced thinking, creativity, complex problem-solving
- Differences: Asynchronous development (advanced in some areas, behind in others)

Our Approach:

- Challenge: Providing cognitively challenging work
- Support: Scaffolding areas of difficulty
- Depth over breadth: Deep dives into advanced topics
- Hands-on: Engaging projects at appropriate challenge level
- Understanding gaps: Supporting executive function/writing while challenging thinking

Strategies:

- Advanced content in interest areas
- Alternative output methods (oral presentation vs. essay for dyslexic 2e student)
- Compacting curriculum (not repeating what they know)
- Real-world problems and open-ended challenges

7.7 Young People Aged 16–25 (Preparing for Adulthood)

- An EHCP can continue up to age 25 for a young person who remains in education or training, and the SEND Code of Practice applies throughout
- From the end of compulsory school age, the right to make decisions about their education moves from parents to the young person. We involve them directly in planning, and apply the Mental Capacity Act 2005 where capacity is in question
- Learning plans reflect the Preparing for Adulthood outcomes: employment, independent living, community inclusion and good health
- Where appropriate, we support progression to further education, training or employment, including accredited qualifications and work-related learning
- From age 18, the Safeguarding Policy duties for adults at risk apply alongside those for children

8. MULTI-AGENCY WORKING

8.1 Working with Parents and Carers

Partnership Approach:

- Parents are experts on their child
- We listen, learn, and collaborate
- Regular communication (sessions end with brief chat, weekly/fortnightly summaries)
- Honest, open dialogue about progress and challenges
- Parents' views and input valued in planning

Communication:

- End-of-session updates (brief verbal)
- Weekly email/message updates
- Termly detailed progress reports

- Ad-hoc contact as needed (phone, email, text)
- Quick response to parent concerns

Involving Parents:

- Input into Individual Learning Plans
- Sharing strategies that work at home
- Preparing for EHCP reviews together
- Joint problem-solving when challenges arise

8.2 Working with Schools

Many students are dual-roll (part-time Clearspace, part-time school). We work with schools by:

Sharing Information:

- Regular updates on progress
- Attendance data
- Strategies that work (to transfer to school)
- Safeguarding concerns (immediate)

Coordinating Provision:

- Ensuring consistent approaches where appropriate
- Complementary learning (we provide what school can't)
- Transition planning (if reintegrating)

Joint Reviews:

- Attending TAC (Team Around Child) meetings
- Participating in EHCP reviews
- Contributing to planning

8.3 Working with Specialists

We collaborate with:

Educational Psychologists (EPs):

- Implementing recommendations from EP assessments
- Providing progress data for reviews
- Requesting further assessment if needed

Speech and Language Therapists (SALT):

- Following communication strategies
- Embedding speech/language targets in learning
- Providing feedback on progress

Occupational Therapists (OT):

- Implementing sensory diets
- Using recommended strategies and equipment
- Adapting activities for fine/gross motor needs

CAMHS/Mental Health Services:

- Supporting emotional wellbeing strategies
- Implementing care plans
- Monitoring mental health
- Referring if additional support needed

Social Care:

- Working with social workers where child has CIN or CP plan
- Attending core groups and conferences
- Sharing observations and concerns

Medical Professionals:

- Following medical care plans
- Supporting young people with their own medicines (Clearspace does not administer medicines; see Medicines Management Policy)
- Monitoring health conditions
- Emergency procedures in place

8.4 Information Sharing

We share information appropriately with other professionals:

- With parental consent (or safeguarding grounds)
- Following GDPR and Data Protection Act 2018
- On a need-to-know basis
- Securely (encrypted email, secure phone calls)
- See our Data Protection Policy for full procedures

9. TRACKING PROGRESS AND OUTCOMES

9.1 How We Measure Progress

For SEND students, progress is:

- Individual - compared to starting points, not national standards
- Holistic - academic, social, emotional, independence, wellbeing
- Small steps - recognising every increment of progress
- Strengths-based - focusing on growth, not deficits

We track:

Academic Progress:

- Skills development (literacy, numeracy, STEM)
- Knowledge gained
- Project completion
- Applying learning in new contexts

Personal Development:

- Confidence and self-esteem
- Resilience and perseverance
- Independence and self-advocacy
- Emotional regulation

Social Development:

- Communication skills
- Relationships (with adult, with peers if applicable)
- Cooperation and collaboration
- Social awareness

Wellbeing:

- Attendance and engagement
- Anxiety levels and coping strategies
- Enjoyment of learning
- Sense of safety and belonging

EHCP Outcomes:

- Progress toward outcomes specified in EHCP
- Evidence of provision impact
- Recommendations for future

9.2 Assessment Methods

We use:

Observation:

- Watching how child engages with tasks
- Noting strategies and approaches
- Identifying breakthroughs and struggles

Work Samples:

- Photos of projects
- Videos of processes
- Actual created products (code, models, writing)
- Annotated examples

Discussion:

- Conversations with child about learning
- Self-assessment ("What did you learn?" "What was tricky?")
- Reflecting on progress together

Targets:

- SMART targets in Individual Learning Plans
- Regular review of target achievement
- Celebrating successes, adjusting targets

Parent Feedback:

- What parents notice at home
- Changes in confidence, anxiety, independence
- Transfer of skills to other contexts

No Formal Grades:

- We don't use grades or levels (anxiety-inducing, demotivating)
- Focus is on personal growth and development
- Learning for learning's sake, not for grades

9.3 Reporting

To Parents:

- Brief verbal updates each session
- Weekly/fortnightly email/message summaries
- Termly detailed progress reports
- Photos/videos shared (with consent)

To Schools/LAs:

- Monthly attendance and engagement summaries
- Termly progress reports
- EHCP review reports annually
- Ad-hoc updates as requested

To Students:

- In-the-moment feedback during sessions
- Celebration of progress and effort
- Joint review of what's been achieved
- Input into target-setting

10. STAFF EXPERTISE AND TRAINING

10.1 Stuart Knox - Director and SENCO

Qualifications:

- Qualified Teacher Status
- Over 20 years of experience working with SEND and neurodivergent children
- Specialist expertise in trauma-informed practice
- Extensive knowledge of autism, ADHD, dyslexia, PDA, dual exceptionality

Experience:

- Alternative provision delivery
- Working with school-refusing and excluded children
- STEM education for neurodivergent learners
- Individual and small-group tutoring
- Relationship-based, child-led approaches

Ongoing Professional Development:

- Regular training on SEND best practices
- Keeping up-to-date with neurodiversity research
- Attending local SEND network meetings
- Learning from other specialists and professionals

10.2 Future Staff (When Applicable)

If Clearspace Learning employs additional staff/tutors:

- All staff will have SEND awareness training
- Specialists hired will have relevant SEND qualifications and experience
- Ongoing CPD on specific needs (autism, ADHD, trauma, etc.)
- Supervision and mentoring provided by Stuart Knox

11. RESOURCES AND ENVIRONMENT

11.1 Mobile Learning Hub

Our mobile learning hub is equipped with:

- Hands-on STEM resources (building materials, electronics, robotics kits)
- Technology (laptops, tablets, coding tools)
- Creative materials (art supplies, maker materials)
- Sensory supports (fidgets, noise-cancelling headphones, weighted items)
- Comfortable, flexible seating

11.2 Adaptable Locations

We work in:

- Students' homes (familiar, low-anxiety)
- Community venues (libraries, cafés, museums, outdoor spaces)
- Mobile learning hub
- Choice based on child's needs and preferences

11.3 Assistive Technology

We provide access to:

- Text-to-speech and speech-to-text software
- Word prediction and writing supports
- Visual timers and schedulers
- Mind-mapping and organisational tools
- Coding and programming platforms
- Alternative communication methods (if needed)

12. COMPLAINTS AND CONCERNS

If parents have concerns about SEND provision:

Informal:

- Speak directly with Stuart Knox: 07986 622049
- Discuss concerns and problem-solve together

Formal:

- Follow our Complaints Policy
- Written complaint to: info@clearspacelearning.com
- Response within 20 working days

External:

- Contact commissioning LA SEND team
- Request EHCP review or reassessment
- Contact Ofsted if serious concerns
- IPSEA (Independent Provider of Special Education Advice): helpline and advocacy

13. MONITORING AND REVIEW

13.1 Policy Review

This policy will be:

- Reviewed annually (September 2027)
- Updated in response to legislative changes
- Updated based on learning and feedback
- Shared with parents, schools, and commissioning LAs

13.2 Effectiveness Monitoring

We monitor effectiveness through:

- Student progress data
- Parent feedback
- Commissioning school/LA feedback
- EHCP review outcomes
- Attendance and engagement data
- Celebrating successes and learning from challenges

14. RELATED POLICIES

This SEND policy should be read alongside:

- Safeguarding and Child Protection Policy (Appendix C: Neurodivergent Children – Additional Considerations)
- Behaviour Management Policy (neurodevelopmental considerations)
- Equality & Diversity Policy (SEND equality and reasonable adjustments)
- Attendance Policy (flexible approaches for SEND)
- Online Safety Policy (assistive technology and SEND)
- Data Protection Policy (sharing SEND information)

15. USEFUL CONTACTS AND RESOURCES

15.1 Internal

Stuart Knox (Director/SENCO):

- Phone: 07986 622049
- Email: info@clearspacelearning.com

15.2 External Support

IPSEA (Independent Provider of Special Education Advice):

- Helpline: 0800 018 4016
- Website: www.ipsea.org.uk

National Autistic Society:

- Helpline: 0808 800 4104
- Website: www.autism.org.uk

ADHD Foundation:

- Information: www.adhdfoundation.org.uk

British Dyslexia Association:

- Helpline: 0333 405 4555
- Website: www.bdadyslexia.org.uk

PDA Society:

- Website: www.pdasociety.org.uk

Contact (for families with disabled children):

- Helpline: 0808 808 3555
- Website: www.contact.org.uk

SEN Information Advice and Support Services (SENDIASS):

- Each local authority has a SENDIASS - contact your LA

POLICY APPROVAL

This Special Educational Needs and Disabilities (SEND) Policy has been reviewed and approved by:

Stuart Knox

Director and SENCO

Clearspace Learning Ltd

Date: September 2026

Next Review Date: October 2027

Company Registration: 15950890

Contact: info@clearspacelearning.com | 07986 622049

Website: www.clearspacelearning.com

APPENDIX A: SEND GLOSSARY

AAC - Augmentative and Alternative Communication (supports for non-verbal communication)

ADD - Attention Deficit Disorder (inattentive type ADHD)

ADHD - Attention Deficit Hyperactivity Disorder

ASD / ASC - Autism Spectrum Disorder / Autism Spectrum Condition

CAMHS - Child and Adolescent Mental Health Services

CIN - Child in Need (social care support)

CP - Child Protection

CPD - Continuing Professional Development

2e - Dual Exceptional (gifted with additional needs)

EHCP - Education, Health and Care Plan

EP - Educational Psychologist

EWO - Education Welfare Officer

ILP - Individual Learning Plan

LA - Local Authority

MLD - Moderate Learning Difficulties

ODD - Oppositional Defiant Disorder

OT - Occupational Therapist

PDA - Pathological Demand Avoidance (anxiety-driven need for control)

QTS - Qualified Teacher Status

SALT - Speech and Language Therapist/Therapy

SEN / SEND - Special Educational Needs / Special Educational Needs and Disabilities

SENCO - Special Educational Needs Coordinator

SENDIASS - Special Educational Needs and Disabilities Information, Advice and Support Service

SLD - Severe Learning Difficulties

SLCN - Speech, Language and Communication Needs

SMART - Specific, Measurable, Achievable, Relevant, Time-bound (target setting)

TAC - Team Around the Child (multi-agency meeting)