

# StudyBox – Special Educational Needs (SEN) Policy

## 1. Aims

StudyBox is committed to providing an inclusive, safe and supportive learning environment where every student—regardless of need, background, ability or disability—is given the opportunity to achieve their potential.

This policy aims to:

- Set out how StudyBox identifies, supports and makes provision for students with Special Educational Needs and/or Disabilities (SEND).
- Provide clarity for parents, tutors and centre staff regarding roles, responsibilities and expectations.
- Promote a culture of inclusion, neurodiversity awareness and high expectations for all learners.
- Ensure reasonable adjustments are made so students can access tuition effectively.

We adopt a strengths-based, neurodiversity-affirming approach.

## 2. Legislation and Guidance

This policy is informed by:

- The SEND Code of Practice (2015)
- The Children and Families Act 2014
- The Equality Act 2010

## 3. Definitions

StudyBox follows the SEND Code of Practice definitions.

**SEND:** A child or young person has SEND if they have a learning difficulty or disability requiring provision additional to or different from that made for others of the same age.

**Disability:** A physical or mental impairment with long-term, substantial impact on daily activities.

## 4. Inclusion at StudyBox

StudyBox values diversity and aims to:

- Provide personalised learning in small groups or 1:1.
- Use varied teaching approaches.
- Promote disability and neurodiversity awareness.
- Work collaboratively with families and professionals.

## **5. Identifying Special Educational Needs**

Identification may draw on:

- Parent/carer information
- Prior school or professional reports
- Observations during tuition
- Assessment during trial sessions

SEND categories:

1. Communication & Interaction
2. Cognition & Learning
3. Social, Emotional & Mental Health (SEMH)
4. Sensory and/or Physical Needs

## **6. Graduated Response (Assess–Plan–Do–Review)**

Assess: Collect information from parents, students, assessments.

Plan: Agree on reasonable adjustments and strategies.

Do: Tutors deliver adaptive teaching using agreed strategies.

Review: Adjust support regularly based on progress.

## **7. Reasonable Adjustments at StudyBox**

Examples include:

- Small groups or 1:1 tuition
- Coloured overlays, enlarged print, adapted resources
- Visual, auditory and kinaesthetic supports
- Study breaks and regulation strategies
- Differentiated work
- Seating and environmental adjustments

## **8. Roles and Responsibilities**

Centre Manager: Leads SEND provision and communication.

Tutors: Deliver adaptive teaching, monitor progress, implement adjustments.

Parents/Carers: Provide relevant information and collaborate with staff.

## **9. Supporting Students with Medical Conditions**

StudyBox makes reasonable adjustments but cannot provide medical treatment or personal care.

## **10. Monitoring and Evaluation**

Provision is monitored through:

- Progress reviews
- Tutor feedback
- Parent/carer communication
- Observation

## **11. Staff Training**

Includes:

- SEND induction
- Ongoing CPD
- Sharing of good practice

## **12. Partnership with Families**

We maintain open communication through check-ins and review discussions. Student voice is valued.

## **13. Complaints**

Concerns should be raised with the Centre Manager and may be escalated per the Complaints Procedure.

## **14. Policy Review**

Reviewed annually or sooner if guidance changes.