



SEND POLICY

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

This SEND policy outlines our commitment to meeting the individual needs of each student and ensuring that all students have equal access to educational opportunities.



Company Name: Accepting Behaviour

Date: Created August 2023

Review Date: August 2024

1. Introduction

Accepting Behaviour is dedicated to providing high-quality, bespoke educational services to support neurodivergent children and young people who are out of school/or struggling to cope in school.

We aim to help re-engage students with learning through tailored Education Other Than At School (EOTAS) packages.

This SEND policy outlines our commitment to meeting each student's individual needs and ensuring that all students have equal access to educational opportunities.

2. Aims and Objectives

- **Personalised Learning:** To develop individualised learning plans that cater to each student's specific needs, abilities, and interests.
- **Inclusive Education:** To provide an inclusive learning environment where all students feel valued, understood, and supported.
- **Acceptance-Based Approach:** We apply acceptance-based support, which focuses on student-led learning. In this model, the student chooses what they want to learn, and we support them in reaching their desired potential/outcomes. We place the needs and aspirations of all students at the centre of all educational activities.
- **Reintegration:** Where appropriate and if required, we support students back into mainstream/specialist education by gradually building their confidence, skills, and academic capabilities. We work closely with educational settings to help prepare them for the student and offer acceptance-based training and offer support and advice.

3. Identification and Assessment

- **Early Identification:** We will work closely with families, local authorities, and other professionals to identify students' educational needs as early as possible.
- **Ongoing Monitoring:** Progress will be regularly monitored and reviewed to ensure that the educational approach remains effective and responsive to the student's evolving needs. Each student has a personalised plan. We use a Social,

Emotional, Education, and Development (SEED) plan to help monitor and assess learning.

4. Educational Provision

- **Tailored Learning Plans:** Students will receive a bespoke education plan that aligns with their unique needs, interests, and learning styles. This plan will include both academic and therapeutic interventions where necessary.
- **Flexible Delivery:** We offer flexible learning environments, which may include one-to-one teaching, small group sessions, and online learning, to ensure that students can engage in a way that suits them best.
- **Curriculum Adaptation:** The curriculum will be adapted to meet the individual needs of each student, ensuring that it is both accessible and challenging. We apply an Acceptance-Based Curriculum, which focuses on each student's intrinsic motivators, supporting what they want to learn and how they want to learn it.

5. Support and Resources

- **Qualified Staff:** All staff members are specialists in neurodivergent education, trained in applying acceptance-based approaches, and are committed to ongoing professional development to stay current with best practices.
- **Multi-Disciplinary Approach:** Where required, we collaborate with various professionals, including educational psychologists, speech and language therapists, and occupational therapists, to provide a holistic approach to each student's education.
- **Parental Involvement:** We actively involve parents and carers in the planning and review of their child's education, recognising their vital role in supporting their child's learning and development.

6. Inclusion and Equality

- **Non-Discrimination:** We are committed to promoting equality and diversity within our educational provision. We will not discriminate against students based on their SEND or any other protected characteristic.

7. Safeguarding

- **Child Protection:** The safety and well-being of our students are paramount. We will ensure that all staff members are trained in safeguarding and are vigilant in protecting students from harm.
- **Safe Learning Environment:** We will create a safe, supportive, and nurturing environment where students feel secure and can freely express themselves.

8. Review and Evaluation

- **Regular Reviews:** Each student's progress will be reviewed regularly, and their SEED plan will be reviewed on a term basis.
- **Stakeholder Feedback:** We will seek feedback from students, parents, carers, and other stakeholders to continuously improve our services.
- **Policy Review:** This policy will be reviewed annually to ensure it remains effective and in line with current legislation and best practices.

9. Complaints Procedure

- **Open Communication:** We encourage open communication and will address any concerns or complaints promptly and fairly.
- **Formal Process:** If a complaint cannot be resolved informally, a formal complaints process is available, details of which can be provided upon request.

10. Contact Information

For further information regarding our SEND policy or to discuss specific needs, please contact us:

Accepting Behaviour

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Approval and Review.

This policy was approved by the managing directors Aaron Yorke and Jayne Yorke and is reviewed/updated yearly.

Date	Reviewed by Aaron Yorke (Managing Director)	Reviewed by Jayne Yorke (Managing Director)
August 2023 <i>Created</i>		
	Date: August 15 th 2023	Date August 15 th 2023
June 2024 <i>Reviewed/updated</i>		
	Date: August 2 nd 2024	Date: August 2 nd 2024
June 2025		
	Date 5 th June 2025	Date 5 th June 2025
July 2026		
	Date 5 th July 2026	Date 5 th July 2026

This policy is a living document and may be updated as required to reflect changes in legislation, best practices, or organisational procedures.