



EDClass SEND Policy

POL072

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Approved by Sam Warnes

EDClass Special Educational Needs and Disabilities (SEND) Policy

Introduction

EDClass is a remote learning application and accredited alternative provision designed to break down barriers to learning. EDClass provides online teaching delivered by UK-qualified teachers and tutors, utilising personalised e-learning tools to foster a positive attitude towards education, particularly for learners with Special Educational Needs and Disabilities (SEND) and complex additional needs.

The platform delivers live tutorial support and distance learning through a supervised, safeguarded digital learning environment designed to adapt flexibly to individual learner requirements while supporting academic progress, mental health, and emotional well-being. EDClass supports all learner profiles, including young people with an Education, Health and Care Plan (EHCP), those in the process of assessment or struggling to acquire an EHCP, Looked After Children (LAC), and learners with English as an Additional Language (EAL).

Operational Delivery and Inclusive Seat Allocation

- ✓ **Intervention Model:** EDClass operates under a trauma-informed framework where placement is structured as a purposeful intervention to support re-engagement and smooth transition into a positive destination, rather than a permanent destination.
- ✓ **Flexible Seat Utilisation:** Under EDClass's inclusive licensing model, purchasing a seat grants the commissioning school platform-wide access for inclusion support, detention intervention, Internal Alternative Provision (IAP), isolation, off-site learners, and part-time timetabled arrangements. Seats can be dynamically rotated across students to meet fluctuating institutional demands.
- ✓ **Streamlined Onboarding:** Learner setup and initial intake processes are automated to eliminate administrative delays, allowing operational and pastoral teams to direct their primary focus toward instructional delivery, individualised adaptations, and ongoing multi-agency reviews.

Statutory and Legislative Framework

This policy complies with all statutory requirements, regulations, and guidance relating to children and young people aged 0 to 25 with special educational needs and disabilities:

- ✓ The Children and Families Act 2014
- ✓ The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014/2015)
- ✓ The Special Educational Needs and Disability Regulations 2014
- ✓ The Special Educational Needs (Personal Budgets) Regulations 2014
- ✓ The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- ✓ The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014
- ✓ The Equality Act 2010 and the Public Sector Equality Duty

- ✓ The Special Educational Needs and Disability Act 2001
- ✓ Keeping Children Safe in Education (KCSIE 2026)

Core Principles and Values

EDClass upholds the principle that SEND provision is the collective responsibility of all educational and pastoral staff. Our core operational values comprise:

- ✓ **Personalised, Person-Centred Learning:** Emphasising an individualised approach that places the dignity, voice, and well-being of the learner at the centre of all educational activities.
- ✓ **High Expectations and Aspiration:** Setting ambitious academic and personal targets to ensure learners with SEND build confidence, overcome learning barriers, and make measurable progress.
- ✓ **First-Wave High-Quality Teaching:** Recognising that differentiated, high-quality online teaching, effective communication, and active engagement represent the foundational response to all learners, including those with SEND.
- ✓ **Safeguarding-First Approach:** Delivering provision within a monitored virtual classroom where safety, mental health support, and pastoral vigilance reinforce academic instruction.
- ✓ **Collaborative Partnership:** Actively engaging commissioning schools, parents/carers, and external support agencies to foster an inclusive, cohesive educational culture.

Definitions and Statutory Classifications

Special Educational Needs (SEND)

In accordance with the *SEND Code of Practice*, a child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- ✓ Have a significantly greater difficulty in learning than the majority of others of the same age; or
- ✓ Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(Note: In post-16 settings, the term Learning Difficulties and Disabilities (LDD) is frequently applied across the 0–25 range. Compulsory school age ends on the last Friday of June in the academic year in which the young person turns 16, with statutory young person protections extending up to age 25.)

Disability under the Equality Act 2010

A child or young person is disabled if they have a physical or mental impairment that has a long-term (substantial duration of a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities. This

encompasses sensory impairments, neurodivergent conditions, and long-term medical diagnoses (e.g., epilepsy, diabetes, severe asthma).

Duties for Reasonable Adjustments

EDClass and commissioning bodies hold an anticipatory duty under the Equality Act 2010 to make reasonable adjustments, including providing auxiliary aids and adaptive services, to ensure learners with disabilities are not placed at a substantial disadvantage compared to their peers.

The Four Broad Areas of Need

EDClass structures its curricular adaptations and intervention pathways around the four broad areas of need set out in the *SEND Code of Practice*:

Communication and Interaction

- ✓ **Needs Profile:** Encompasses Speech, Language, and Communication Needs (SLCN) and Autism Spectrum Conditions (including Asperger's Syndrome). Learners may experience barriers in expressing thoughts, comprehending verbal instruction, or interpreting social cues.
- ✓ **Platform Adaptations:** Clear, structured text-based messaging; visual schedule prompts; video support with visual aids; reduction of idiomatic speech; and dedicated processing time before eliciting responses.

Cognition and Learning

- ✓ **Needs Profile:** Covers Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), and Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, Dyspraxia, Dysgraphia, and Developmental Language Disorder (DLD).
- ✓ **Platform Adaptations:** Modular, chunked learning units; adjustable font sizes and colours; OpenDyslexic typeface integration; digital slide-readers; and step-by-step visual models to scaffold learning.

Social, Emotional, and Mental Health (SEMH)

- ✓ **Needs Profile:** Learners experiencing anxiety, depressive disorders, childhood trauma, obsessive-compulsive disorders, eating disorders, or attachment difficulties, which may present as withdrawn behaviour, school refusal, or dysregulated conduct.
- ✓ **Platform Adaptations:** Low-arousal, trauma-informed digital spaces; non-confrontational communication; restorative behaviour repair pathways; built-in refocusing breaks; and immediate access to pastoral chat support.

Sensory and/or Physical Needs

- ✓ **Needs Profile:** Learners with Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), or physical motor limitations requiring specialist interface adjustments.
- ✓ **Platform Adaptations:** High-contrast background palettes; customised typography; visualisers; interactive whiteboards; and support for assistive peripheral hardware and screen overlays.

Digital Platform Accommodations and Assistive Tools

EDClass provides built-in accessibility features to address diverse individual learning profiles:

Category	Digital Tool / Pedagogical Accommodation	Educational Impact
Visual Accessibility	Customisable lesson background colours and contrasting text palettes	Reduces visual stress, alleviates glare, and supports learners with Irlen syndrome or sensory processing difficulties.
Typography	Font size customisation and dedicated OpenDyslexic font engine	Improves character recognition and readability for learners with dyslexic traits or tracking issues.
Cognitive Processing	Extended response time allowances and self-paced pause options	Accommodates processing delays, executive dysfunction, and reduces task-induced anxiety.
Sensory Regulation	Scheduled short breaks and refocus activities	Prevents cognitive fatigue and aids learners with ADHD or sensory regulation needs.
Interactive Scaffolding	Live visualiser, digital whiteboard diagrams, models, and pictorial aids	Delivers dual-coded instruction, aiding visual learners and those with receptive language deficits.
Auditory / Reading Tools	Digital slide-reader functions and audio-supported tutorials	Supports emergent readers, learners with EAL, or those with significant auditory processing needs.
Assessment Access	Tailored access arrangements for progress assessments	Replicates formal examination accommodations (extra time, rest breaks, reader support).

Automated Intake, Learner Profiles, and Provision Setup

To remove operational bottlenecks, EDClass has transitioned away from manual onboarding meetings, introducing an automated intake process that transfers essential information directly to teaching staff.

The Dynamic Learner Profile

Commissioning schools transmit pupil background data through an automated intake interface. This compiles an active learner profile made available to all teachers and support staff, recording:

- ✓ Identified category and severity of SEND
- ✓ EHCP status, including specified Section F educational provision targets and accommodations
- ✓ Additional vulnerability indicators: Looked After Child (LAC), Child in Need (CIN), Child Protection (CP), or English as an Additional Language (EAL)
- ✓ Designated school contacts: Main Point of Contact (MPOC) and Special Educational Needs Coordinator (SENDCo) details
- ✓ Custom communication guidelines, trigger indicators, and positive engagement strategies

The Graduated Approach and Review Cycles

EDClass structures its provision around the statutory *Assess, Plan, Do, Review* cycle, shifting operational emphasis from initial administrative setup to ongoing review and impact evaluation:

- ✓ [ASSESS] Ingest learner profile, baseline assessment, and EHCP targets
 - ✓ [PLAN] Tailor digital pathways, accessibility pre-set, and pastoral goals
 - ✓ [DO] Deliver live 1:1 teaching, scaffolded lessons, and ongoing chat support
 - ✓ [REVIEW] Hold automated data reviews and consultations with MPOC, SENDCo and multi-agency teams
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- ✓ **Assess:** Diagnostic assessments, historical baseline data, and school-supplied documentation are processed to establish starting academic levels and wellbeing baselines.
 - ✓ **Plan:** Teachers configure individualised learning pathways, apply accessibility settings, and determine live support requirements in alignment with EHCP provisions.
 - ✓ **Do:** UK-qualified teachers deliver live instruction, monitoring real-time chat, visual whiteboards, and lesson submissions while offering continuous pastoral and academic feedback.
 - ✓ **Review:** Regular structured reviews evaluate attendance, session duration, academic progress, and behavioural engagement alongside the commissioning school's MPOC, SENDCo, and parents/carers.

Multi-Agency Integration

EDClass contributes directly to multi-agency reviews, supplying objective attendance logs, attainment metrics, and pastoral case notes for:

- ✓ Statutory EHCP Annual Reviews
- ✓ Child Protection and Child in Need case conferences

- ✓ Team Around the Family (TAF) and Early Help interventions
- ✓ Clinical consultations involving Child and Adolescent Mental Health Services (CAMHS), educational psychologists, and speech and language therapists

Governance, Leadership, and Safeguarding Structure

Safeguarding sits at the centre of all SEND provision at EDClass, reflecting the increased vulnerability of learners with SEND to abuse, exploitation, and neglect.

Hierarchy of Accountability

- ✓ **Head of Safeguarding:** Holds senior operational authority across the platform, including over the Head of SEND, ensuring that child protection standards, risk mitigation, and statutory KCSIE guidance take precedence across all SEND delivery models.
- ✓ **Head of SEND:** Leads pedagogical differentiation, EHCP compliance, curriculum adaptations, accessibility strategies, and SENDCo coordination, reporting directly to executive leadership in alignment with safeguarding protocols.
- ✓ **UK-Qualified Teachers and Tutors:** Classroom practitioners, middle leaders, and former headteachers provide line-level academic intervention and pastoral care, applying the behaviour repair policy, maintaining vigilance for disclosures, and logging welfare concerns directly to the safeguarding team.

Staff Competency and Specialist Training

All EDClass teachers, safeguarding officers, and account management staff undertake mandatory induction training and structured Continuing Professional Development (CPD) in SEND, safeguarding, and inclusive pedagogy:

- ✓ Advanced Child Protection and KCSIE Compliance
- ✓ Trauma-Informed Approaches and Child Mental Health
- ✓ Autism Spectrum Disorders and Asperger's Syndrome
- ✓ Attention Deficit Hyperactivity Disorder (ADHD/ADD)
- ✓ Specific Learning Difficulties: Dyslexia, Dyscalculia, and Dyspraxia
- ✓ Anxiety, Depression, and Youth Suicide Awareness
- ✓ Self-Harm Mitigation and Emotionally Based School Avoidance (EBSA)
- ✓ Harmful Sexual Behaviour and Online Safety
- ✓ Obsessive-Compulsive Disorder (OCD) and Bipolar Disorder
- ✓ Eating Disorders and Medically Unexplained Symptoms
- ✓ Down's Syndrome and Severe/Complex Physical Disabilities
- ✓ Supporting LGBTQ+ Young People and Promoting British Values

School Partnership, Reintegration, and Behaviour Repair

EDClass is designed to support the home school's ongoing relationship with the learner rather than replace it:

- ✓ **Reintegration-Focused Provision:** For learners placed short-term, instructional and pastoral support focuses on building self-regulation, resilience, and executive functioning to prepare them for a successful return to their home school.
- ✓ **Positive Behaviour Repair:** Disruptive behaviour or platform disengagement is addressed through a structured behaviour repair framework rather than punitive exclusion. Teachers work with learners through reflection lessons, restorative dialogue, and targeted check-ins to re-establish positive participation habits.
- ✓ **Parental Partnership:** In collaboration with the commissioning school's MPOC, EDClass works to keep parents/carers informed of their child's engagement, celebrating milestones and aligning home-learning support with platform expectations.

Monitoring, Quality Assurance, and Complaints

- ✓ **Data Analytics:** Attendance, session durations, pathway progression, and interaction logs are tracked continuously to monitor individual performance and aggregate SEND cohort trends.
- ✓ **Instructional Quality Assurance:** Live interactions, chat transcripts, and recorded video sessions are regularly audited against DfE and alternative provision inspection standards to maintain high quality across all interventions.
- ✓ **Complaints:** Concerns or formal complaints raised by commissioning schools, parents, or learners are addressed under the statutory *EDClass Complaints Policy*.