



SEND Inclusion Policy

The Lodge
PJ Creative Learning Ltd

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This policy will be reviewed annually, or sooner if there are significant changes to legislation, guidance or operational practice.

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1. Purpose and Commitment

The Lodge is committed to providing an inclusive, welcoming and supportive environment in which all learners are valued, respected and able to participate in education in a way that meets their individual needs.

Many of the young people attending The Lodge have Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, or other barriers that make accessing education within larger educational environments difficult. Some learners may have experienced disrupted education, school avoidance, anxiety, trauma, sensory differences, communication difficulties or challenges with emotional regulation.

We recognise that every learner is unique. Our approach is centred on understanding the individual rather than expecting the individual to adapt to a standardised educational model. We aim to create an environment where learners feel safe, understood and able to rebuild confidence, engagement and trust in learning.

Inclusion is embedded throughout all aspects of practice at The Lodge. It is reflected in our environment, our communication, our relationships and our educational approach. We are committed to identifying and removing barriers to participation and ensuring that all learners have equitable access to meaningful educational experiences.

2. Legal Framework

Although The Lodge is not a registered school, we are committed to working in accordance with the principles and expectations set out within relevant legislation and guidance relating to children and young people with additional needs.

This policy has regard to:

The Children and Families Act 2014

The SEND Code of Practice (2015)

The Equality Act 2010

The Children Act 1989

The Children Act 2004

Keeping Children Safe in Education 2025

Working Together to Safeguard Children 2023

We recognise our duty to make reasonable adjustments for learners with disabilities and additional needs and to ensure that no learner is disadvantaged as a result of their individual differences, communication style, health needs or educational profile.

3. Understanding the Learners We Support

The Lodge provides commissioned, part time, one to one educational support for young people aged 11–18.

All learners remain on roll at their referring school or have education arranged through the relevant local authority. The Lodge does not replace a learner's school placement and does not provide full time education.

Learners attending The Lodge may have a wide range of needs, strengths and experiences. These may include autism, ADHD, speech and language differences, sensory processing differences, anxiety, emotionally based school avoidance, trauma-related needs, obsessive compulsive disorder, attachment difficulties, mental health needs or other factors affecting educational engagement.

Many learners arrive having experienced repeated difficulties within traditional educational environments. Some may have lost confidence in education, developed negative associations with school or experienced long periods of disengagement. Others may be academically capable but unable to access learning consistently due to emotional, sensory or social barriers.

We recognise that behaviour is often a form of communication. Rather than focusing solely on what a learner is doing, we seek to understand why a learner may be finding a situation difficult and what support may help them feel safe, regulated and able to participate.

Our approach is strengths based, trauma informed and centred on building positive relationships. We seek to identify and develop each learner's interests, talents and future aspirations while providing appropriate support for areas of difficulty.

4. Inclusive Practice at The Lodge

Inclusion is at the heart of everything we do. We recognise that learners are most likely to engage, communicate and make progress when they feel safe, understood and respected. For this reason, our practice is built around flexibility, relationship building and individualised support rather than rigid structures or standardised approaches.

The physical environment at The Lodge has been developed to reduce unnecessary barriers to participation. Learning spaces are calm, welcoming and adaptable to individual needs. Consideration is given to sensory preferences, emotional regulation, communication differences and personal interests. Learners are supported to access spaces, activities and resources in ways that help them feel comfortable and successful.

We understand that many young people attending The Lodge may have experienced anxiety, overwhelm, sensory fatigue, emotional dysregulation or negative experiences within previous educational settings. As a result, we place significant importance on creating an environment that is predictable, low pressure and emotionally safe.

Learning opportunities are tailored to the individual learner and may include creative arts, practical projects, vocational learning, cooking, gardening, photography, music, life skills, English and

mathematics. Activities are selected and adapted according to each learner's interests, strengths, needs and agreed outcomes.

Where appropriate, learners may access sensory resources, movement breaks, quiet spaces or emotional regulation support during sessions. These arrangements are viewed as part of good educational practice rather than separate interventions.

We recognise that progress is not measured solely through academic achievement. For many learners, significant progress may include increased confidence, improved communication, greater emotional regulation, increased attendance, stronger relationships with trusted adults, greater willingness to try new experiences or renewed engagement with learning.

All adults working at The Lodge are expected to adopt a strengths based approach that recognises and builds upon each learner's abilities, interests and potential.

5. Supporting Learners with EHCPs and Additional Needs

Many learners attending The Lodge have an Education, Health and Care Plan (EHCP), while others may be undergoing assessment or receiving SEND support through their school.

Where a learner has an EHCP, The Lodge works closely with the referring school and other relevant professionals to understand the learner's needs, strengths and agreed outcomes. Educational activities and support strategies are planned with these outcomes in mind while remaining responsive to the learner's day-to-day presentation and emotional readiness.

We recognise that learners do not always progress in a linear way. Progress may look different for different young people and can include developments in confidence, participation, communication, independence, self-regulation and emotional wellbeing, as well as academic achievement.

Where appropriate, observations and progress information may be shared with the referring school to contribute towards reviews, planning discussions or wider support arrangements. Any information shared will be factual, proportionate and focused on supporting the learner's ongoing development.

For learners who do not have an EHCP, support is adapted through ongoing observation, discussion and review. We seek to understand what helps each learner feel safe, engaged and able to participate, and we adjust our approach accordingly.

Reasonable adjustments are made wherever appropriate to ensure that learners can access support and participate fully in activities.

6. Working with Schools, Families and Professionals

Effective support for young people with SEND relies upon strong partnership working. The Lodge is committed to maintaining positive, professional and constructive relationships with the schools, families and professionals involved in each learner's support.

As all learners remain on roll at their referring school or continue to receive education through an appropriate commissioning arrangement, close communication is maintained with the professionals responsible for overseeing the learner's educational provision.

Where appropriate, this may include communication with SENCOs, pastoral teams, designated safeguarding leads, social workers, educational psychologists, therapists, family support services and other professionals involved in supporting the learner.

We recognise that parents and carers possess valuable knowledge about their child. Their views, experiences and insights are respected and, where appropriate, inform planning and support arrangements.

The Lodge provides information to schools and commissioning organisations as required to support safeguarding, attendance monitoring, progress discussions and wider planning.

Partnership working is guided by the principle that the learner's wellbeing, safety and development should remain at the centre of all decision making.

7. Emotional Wellbeing and Regulation

The Lodge recognises that emotional wellbeing is closely connected to a learner's ability to engage, participate and make progress.

Many of the young people attending the setting have experienced anxiety, emotional distress, school-related difficulties, sensory overwhelm, trauma or periods of disengagement from education. As a result, emotional safety is viewed as a fundamental part of effective learning rather than a separate area of support.

We understand that emotional regulation develops through relationships, trust and consistent experiences. Positive relationships are prioritised and are considered central to successful outcomes.

Adults working at The Lodge use a calm, relational and trauma-informed approach. Behaviour is viewed as communication, and staff remain curious about what a learner may be expressing through their actions, presentation or level of engagement.

8. Communication and Participation

The Lodge is committed to ensuring that every learner has opportunities to communicate, participate and express their views in ways that are meaningful and accessible to them.

We recognise that communication takes many forms. Some learners may communicate verbally, while others may use gesture, body language, facial expression, visual supports, technology, creative activities or behaviour to communicate their needs, feelings and experiences.

Learners are encouraged to contribute to decisions about their learning, support arrangements and personal goals wherever possible.

We believe that participation strengthens engagement, confidence and self-esteem and helps learners develop independence and ownership over their learning journey.

9. Transitions and Future Planning

The Lodge recognises that transitions can be challenging for many learners, particularly those with SEND, SEMH needs, anxiety or previous negative educational experiences.

Where transitions are anticipated, support is planned carefully and sensitively. This may include opportunities to become familiar with new environments, gradual introductions, visual information, personalised preparation activities or collaborative planning with schools, families and other professionals.

For some learners, The Lodge may form part of a wider plan to rebuild confidence and engagement with education. For others, support may focus on developing independence, life skills, communication, emotional regulation or preparation for future opportunities.

The Lodge works collaboratively with referring schools and other professionals when supporting reintegration, onward transitions or changes in provision.

We recognise that successful transitions are built upon trust, preparation and partnership.

10. Staff Knowledge and Professional Development

The Lodge recognises that effective inclusion relies upon knowledgeable, reflective and well-supported adults. Developing staff understanding of SEND, SEMH needs, trauma, communication differences and emotional regulation is therefore an important part of maintaining high-quality support for learners.

All adults working with learners at The Lodge are expected to understand the principles of inclusive practice and to contribute to an environment in which all young people feel respected, valued and able to participate.

As part of induction, adults are introduced to the needs of the learners they support, relevant safeguarding procedures, behaviour support approaches and key information relating to communication, emotional wellbeing and additional needs. Where appropriate, staff are provided with learner profiles, risk assessments and guidance relating to individual support strategies.

Professional development is viewed as an ongoing process rather than a one-off event. Adults working at The Lodge are encouraged to develop their understanding of areas relevant to the

learners attending the setting. This may include autism, ADHD, sensory processing differences, trauma-informed practice, attachment, anxiety, emotional regulation, communication differences, mental health, online safety and safeguarding.

Reflective practice forms an important part of professional development. Adults are encouraged to consider the impact of their interactions, adapt their approaches where necessary and remain curious about the needs of individual learners. We recognise that successful inclusion often depends upon the willingness of adults to learn, adapt and continually improve their practice.

Where additional expertise is required, advice may be sought from schools, educational psychologists, therapists, safeguarding professionals or other specialists involved in supporting learners.

The Lodge is committed to fostering a culture of learning, reflection and continuous improvement so that all learners receive the highest possible standard of support.

11. Monitoring and Review

The Lodge is committed to ensuring that inclusion remains central to all aspects of practice. Monitoring arrangements are designed to evaluate whether learners are receiving appropriate support, whether barriers to participation are being addressed and whether the setting continues to meet the needs of the young people attending.

The effectiveness of inclusive practice is considered through regular review of learner engagement, attendance, emotional wellbeing, participation and progress towards agreed outcomes. Information may be gathered through observations, discussions with learners, feedback from parents and carers, communication with schools and reflection by staff working directly with learners.

Particular attention is given to whether learners feel safe, respected and able to participate meaningfully within the setting. Where concerns arise, adjustments are made to support arrangements, learning opportunities, communication approaches or environmental factors as appropriate.

The Designated Safeguarding Lead and setting lead maintain oversight of inclusion across the setting and ensure that any emerging needs, patterns or areas for development are identified and addressed.

This policy will be reviewed annually, or sooner if there are significant changes to legislation, statutory guidance or operational practice. Reviews will take account of learner needs, professional feedback and developments in SEND practice.

12. Links with Other Policies

This SEND Inclusion Policy should be read alongside the following policies and procedures used at The Lodge:

Safeguarding and Child Protection Policy

Sets out the arrangements for safeguarding and promoting the welfare of children and young people attending the setting.

Behaviour and Risk Response Policy

Explains how behaviour is understood, supported and responded to through a relational and trauma-informed approach.

Attendance Policy

Outlines attendance expectations, recording arrangements and communication with referring schools.

Health and Safety Policy

Details the arrangements in place to maintain a safe environment for learners, staff and visitors.

First Aid Policy

Explains procedures for responding to accidents, illness and medical emergencies.

Complaints Policy

Provides information about how concerns or complaints can be raised and addressed.

Data Protection and Privacy Policy

Sets out how personal information is collected, stored, shared and protected.

Together, these policies support The Lodge's commitment to creating a safe, inclusive and supportive environment in which every learner can participate, develop confidence and experience success in a way that reflects their individual needs, strengths and aspirations.