



SEND Inclusion Policy

Setting: The Lodge

Organisation: 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, Social, Emotional and Mental Health 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, communication, relationships and educational approach. We are committed to identifying and removing barriers to participation and ensuring that learners have fair access to meaningful educational experiences.

2. Legal Framework

Although The Lodge is not a registered school, we are committed to working in accordance with relevant legal duties and with the principles and expectations in current guidance for children and young people with additional needs.

This policy takes account of:

- The Children and Families Act 2014
- The SEND Code of Practice, 0 to 25 years, 2015
- The Equality Act 2010
- The Children Act 1989
- The Children Act 2004
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Department for Education alternative provision guidance, updated 2025
- Department for Education voluntary national standards for non school alternative provision, 2025

Keeping Children Safe in Education is statutory guidance for schools and colleges. The Lodge uses its relevant safeguarding expectations as a benchmark for safe practice and works with commissioning schools and local authorities to support their continuing responsibilities.

The Lodge will make reasonable adjustments for disabled learners where these are needed and reasonable. Adjustments will be considered in relation to the learner, the activity, the premises, staffing and safety. No learner will be treated less favourably because of disability, 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 to 18. Support is limited to a maximum of 12 commissioned hours for each learner in a week.

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, does not provide full time education and is not responsible for the learner's complete educational entitlement.

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, needs connected with trauma, 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 because of emotional, sensory or social barriers.

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

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

4. Inclusive Practice at The Lodge

Inclusion is at the heart of our work. Learners are most likely to engage, communicate and make progress when they feel safe, understood and respected. Our practice is therefore built around flexibility, relationship building and individual support rather than rigid structures or standardised approaches.

The physical environment has been developed to reduce unnecessary barriers to participation. Learning spaces are calm, welcoming and adaptable. 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 learners may experience anxiety, overwhelm, sensory fatigue, emotional dysregulation or negative associations with previous educational settings. We place significant importance on a predictable, low pressure and emotionally safe environment.

Learning opportunities are tailored to the individual 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 use sensory resources, movement breaks, quiet spaces or emotional regulation support. These arrangements are part of good educational practice rather than separate interventions.

Progress is not measured only through academic achievement. Meaningful progress may include increased confidence, improved communication, greater emotional regulation, stronger attendance and engagement, positive relationships, willingness to try new experiences or renewed trust in learning.

All adults working at The Lodge are expected to use 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, while others may be undergoing assessment or receiving SEND support through their school.

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

The local authority remains responsible for securing the special educational provision specified in an EHCP. The referring school or commissioner retains oversight of the placement and the learner's overall education. The Lodge contributes only the support agreed within the commissioning arrangement. It does not act as the school SENCO, amend an EHCP or control the statutory assessment and review process.

We recognise that progress is not always linear. It may include developments in confidence, participation, communication, independence, self regulation and emotional wellbeing, as well as academic achievement.

Observations, attendance information and progress information may be shared with the referring school to contribute to reviews, planning discussions and wider support arrangements. Information will be factual, proportionate and focused on the learner's development.

For learners without 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. An adjustment must remain safe, workable within the premises and staffing model, and suitable for the learner and activity.

6. Working with Schools, Families and Professionals

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

The commissioning school or local authority retains responsibility for safeguarding oversight, the learner's overall educational programme, statutory attendance duties and regular review of the placement. The Lodge records attendance and engagement during commissioned sessions and shares relevant information promptly through agreed arrangements.

Communication may include SENCOs, pastoral teams, designated safeguarding leads, attendance contacts, social workers, educational psychologists, therapists, family support services and other professionals involved in the learner's support.

Parents and carers have valuable knowledge about their child. Their views, experiences and insights are respected and, where appropriate, inform planning and support arrangements. The learner's own views and communication are also central to decision making.

Before a placement is agreed, The Lodge considers whether the requested hours fit its part time model, whether the learner's wider education and oversight are clear, and whether needs and known risks can be supported safely within the staffing, premises and activities available.

Suitability is kept under review. If The Lodge cannot safely or appropriately meet a learner's needs, the concern will be discussed with the school, family and relevant professionals. Support may be adjusted, paused or ended where risks or needs cannot be safely managed. Any decision will be recorded and communicated clearly, with the learner's safety, wellbeing and dignity at the centre.

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 learners have experienced anxiety, emotional distress, school related difficulties, sensory overwhelm, trauma or periods of disengagement from education. Emotional safety is therefore 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 considered central to successful outcomes.

Adults use a calm and relational approach informed by an understanding of trauma. Behaviour is viewed as communication, and adults remain curious about what a learner may be expressing through 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.

Communication takes many forms. A learner may communicate verbally or through gesture, body language, facial expression, visual supports, technology, creative activity or behaviour.

Learners are encouraged and supported to contribute to decisions about their learning, support arrangements and personal goals wherever possible. Their communication, wishes and feelings are considered alongside safety, wellbeing and agreed educational outcomes.

Participation strengthens engagement, confidence and self esteem and helps learners develop independence and ownership over their learning journey.

9. Transitions and Future Planning

Transitions can be challenging for learners with SEND, SEMH needs, anxiety or negative educational experiences. Where transitions are anticipated, support is planned carefully and sensitively.

Preparation may include opportunities to become familiar with new environments, gradual introductions, visual information, personalised activities or collaborative planning with schools, families and 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 independence, life skills, communication, emotional regulation or preparation for future opportunities.

The Lodge works with referring schools and other professionals when supporting reintegration, onward transition or a change in provision. Successful transitions are built upon trust, preparation, clear information and partnership.

10. Staff Knowledge and Professional Development

Effective inclusion relies upon knowledgeable, reflective and well supported adults. Developing understanding of SEND, SEMH needs, trauma, communication differences and emotional regulation is an important part of maintaining high quality support.

All adults working with learners are expected to understand inclusive practice and contribute to an environment in which young people feel respected, valued and able to participate.

Induction introduces adults to the needs of the learners they support, safeguarding procedures, behaviour support approaches, communication, emotional wellbeing and additional needs. Adults receive relevant learner profiles, risk assessments and guidance on individual strategies where appropriate.

Professional development is ongoing and appropriate to each person's role. Relevant areas may include autism, ADHD, sensory processing differences, trauma informed practice, attachment, anxiety, emotional regulation, communication differences, mental health, online safety and safeguarding.

Reflective practice is important. Adults consider the impact of their interactions, adapt their approach where needed and remain curious about individual needs. Where additional expertise is required, advice may be sought from schools, educational psychologists, therapists, safeguarding professionals or other specialists involved with the learner.

The Lodge promotes a culture of learning, reflection and continuous improvement so that learners receive a high standard of support.

11. Monitoring and Review

The Lodge monitors whether learners receive appropriate support, whether barriers to participation are addressed and whether the provision continues to meet the needs of those attending.

Inclusive practice is considered through review of learner engagement, attendance, emotional wellbeing, participation and progress towards agreed outcomes. Information may come from observations, learner communication, feedback from parents and carers, communication with schools and reflection by adults working directly with learners.

Particular attention is given to whether learners feel safe, respected and able to participate meaningfully. Where concerns arise, adjustments may be made to support arrangements, activities, communication, supervision or environmental factors.

The Lodge Lead and Designated Safeguarding Lead maintain oversight of inclusion and ensure that emerging needs, patterns and areas for development are identified and addressed.

This policy will be reviewed annually, or sooner following a significant incident or a change to legislation, guidance, learner needs or operational practice.

12. Links with Other Policies

This SEND Inclusion Policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour and Risk Response Policy
- Attendance and Engagement Policy
- Health and Safety Policy
- First Aid and Medical Emergencies Policy
- Complaints Policy
- Full GDPR Policy and Privacy Notice
- Online Safety Policy
- Staff Code of Conduct