Special Educational Needs & Disabilities (SEND) Policy

Creative Makers

Policy Review Date: 01.01.2026
Next Review Date: 01.01.2027

SENCO: Rebecca Knee
Designated Safeguarding Lead (DSL): Rebecca Knee Depty: Ellen Vellacott
Contact Email: creativemakersfrome@gmail.com
Contact Number: 07549289423

---

1. Policy Statement

Creative Makers is committed to providing an inclusive, nurturing and accessible environment where children and young people with Special Educational Needs and Disabilities (SEND) can thrive. We recognise that every child is unique, and we actively celebrate neurodiversity, difference and individual strengths.

Our provision is designed specifically to support learners who may find mainstream environments overwhelming, including children with:

- Autism Spectrum Condition (ASC)
- ADHD
- Sensory processing differences
- Anxiety or emotionally based school avoidance
- Social, emotional and mental health (SEMH) needs
- Communication and interaction differences
- Trauma-related needs

We follow the principles of:

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

We believe that all children have the right to access meaningful, safe and enriching educational experiences that support both wellbeing and development.

---

2. Aims of This Policy

This policy aims to ensure that:

- Children with SEND are identified and supported effectively
- Barriers to participation are reduced or removed
- Individual needs are understood and respected
- Children feel safe, valued and capable
- Families and professionals work collaboratively
- Provision is flexible, responsive and child-centred

---

3. Our Inclusive Ethos

Creative Makers operates from a **strength-based, trauma-informed and relational approach**. We understand that behaviour is communication and that many children attending our provision may have experienced educational stress, anxiety or exclusion elsewhere.

We prioritise:

- Emotional safety before academic expectation
- Predictable routines and calm spaces
- Sensory-aware environments
- Flexible communication methods
- Opportunities for self-expression through creativity

We do not expect children to fit into rigid systems; instead, we adapt the environment and approach to suit the child.

---

4. The Role of the SENCO

Rebecca Knee is the named SENCO and is responsible for overseeing SEND provision within Creative Makers.

The SENCO's responsibilities include:

- Identifying and assessing children's needs
- Liaising with parents, schools and local authorities
- Supporting the implementation of EHCP outcomes
- Planning reasonable adjustments
- Monitoring progress and wellbeing
- Ensuring staff understand individual needs
- Coordinating specialist input where appropriate

The SENCO ensures that provision remains responsive, personalised and inclusive.

---

5. Identifying SEND Needs

We recognise that needs may be identified through:

- Existing EHCPs or professional reports
- School referrals
- Parental information
- Observations within sessions
- Emotional or behavioural presentation

We understand that not all children will have formal diagnoses. Support is based on need, not label.

---

6. Types of Need Supported

In line with the SEND Code of Practice, we support children with needs in the following areas:

Communication & Interaction

Support may include visual aids, simplified language, processing time, and structured routines.

Cognition & Learning

We use creative, practical and experiential approaches that reduce pressure and allow success through alternative methods.

Social, Emotional & Mental Health

We provide regulation support, safe spaces, trusted adults, and low-demand approaches.

Sensory and/or Physical Needs

We make environmental adaptations such as quiet areas, movement breaks, flexible seating and sensory resources.

---

7. Reasonable Adjustments

We make reasonable adjustments to ensure access. These may include:

- Reduced group sizes
- Flexible session structures
- Sensory adaptations
- Movement and regulation breaks
- Alternative communication methods

- Modified expectations

Adjustments are reviewed regularly in consultation with the child and family.

---

8. Working with Families

We view parents and carers as key partners. We:

- Share observations and progress
- Listen to parental insight
- Collaborate on strategies
- Support consistency where possible

Communication is respectful, open and solution-focused.

---

9. Working with Other Professionals

Where appropriate, we liaise with:

- Schools
- Educational psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS or mental health services

We aim to ensure joined-up support.

---

10. Monitoring and Review

We monitor children's wellbeing, engagement and progress informally and through discussion with families and professionals. Support strategies are adapted as needs change.

---

11. Equality and Accessibility

We are committed to removing barriers to participation. We ensure children are not disadvantaged due to disability, communication differences or emotional needs.

---

12. Complaints

Any concerns about SEND provision should be raised with Rebecca Knee in the first instance. We aim to resolve concerns quickly and collaboratively.

---

13. Policy Review

This policy is reviewed annually or when legislation or provision changes.

At Creative Makers, difference is respected, strengths are celebrated, and support is personalised.

SIGNED

RKNEE

01.01.2026