Enemy of Boredom

SEND Policy

Approved by:	Steve Godwin, CEO
Date approved:	12 October 2026
Next review due by:	Within 12 months of approval, or sooner if legislation or statutory guidance changes
Policy owner:	Tracey Clark, COO
Applies to:	All learners, and all staff who support them

1. Scope

Enemy of Boredom is a specialist alternative provision. Every learner we work with has special educational needs and disabilities (SEND), so this policy applies to all of them. It should be read alongside our Child Protection and Safeguarding Policy, Equality and Diversity Policy, Behaviour Policy, Attendance Policy and Medical Needs Policy.

2. Aims

A learner has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. We provide places for learners aged 11 to 25 who have an education, health and care (EHC) plan, or are in the process of getting one, and who a local authority or mainstream school has referred to us because they are unable to engage with mainstream education. We primarily support learners with autism, ADHD and anxiety, recognising that these often occur together and alongside other mental health needs.

We aim for every learner to:

- gain a sense of purpose and belonging;
- feel confident in their abilities, and feel valued;
- gain a qualification that supports their future; and
- find their own way back into engagement with education.

We do this through accredited courses (Creative Digital Media in Games Design, Music Performance and Music Production, accredited by RSL, and Life Skills and Functional Skills, accredited by NCFE), combining vocational and creative learning with wellbeing support, and building problem-solving skills, resilience and a sense of achievement.

3. Legal and statutory framework

Guidance is referred to by name rather than by year, and each link leads to the current version.

- The SEND Code of Practice: 0 to 25 years, the statutory guidance that governs how a local authority and a school identify, assess and support a child or young person's SEND, including through an EHC plan. It binds our commissioners directly. We support them by following the same principles, and we do not repeat its detail here.
- Part 3 of the Children and Families Act 2014, which sets out a local authority's and a school's duties towards a child or young person with SEND, including EHC plans for those up to age 25 who remain in education or training.
- The Equality Act 2010, including its duties on reasonable adjustments for disabled learners, covered in full in our Equality and Diversity Policy.
- Arranging alternative provision: a guide for local authorities and schools, which explains that a commissioning school or local authority keeps overall responsibility for a learner's placement with us, including for the delivery of an EHC plan, while we deliver the placement.
- Non-school alternative provision: voluntary national standards, which we use as our benchmark for working with commissioners and families on a learner's needs and progress.

4. Definitions

Special educational needs: a learner has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them, meaning they have significantly greater difficulty in learning than most learners of the same age, or a disability that prevents or hinders them from using facilities generally provided for learners of the same age.

Disability: a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

EHC plan: an education, health and care plan, a legal document maintained by a local authority that describes a learner's needs and the support to be provided to meet them, including in Section F, the special educational provision required.

Commissioner: the school or local authority that places a learner with us, and that remains responsible for their EHC plan and for the oversight of their placement.

SEND Lead: the member of staff at each centre with day-to-day responsibility for coordinating SEND provision (section 5).

The needs of our learners are usually grouped into four broad areas, and a learner can have needs in more than one:

- communication and interaction, including autism and difficulty understanding or using language;
- cognition and learning, including specific learning difficulties and a slower pace of learning;
- social, emotional and mental health, including anxiety, low mood, or difficulty regulating emotions or behaviour; and

- sensory and physical needs, including a sensory impairment or physical disability.

5. Roles and responsibilities

5.1 The COO

The COO works with the Heads of Centre to determine the strategic development of this policy and of our SEND provision, and has overall responsibility for the provision made for learners with SEND and for their progress.

5.2 The Head of Centre, as SEND Lead

The Head of Centre is the SEND Lead for their centre, unless another suitably experienced member of staff is named for the role. The SEND Lead:

- works with the CEO and tutors to help shape the strategic development of this policy and our SEND provision;
- has day-to-day responsibility for this policy and for coordinating the support given to individual learners with SEND;
- gives professional guidance to colleagues, and works with staff so that learners get the support and high-quality teaching they need;
- makes sure our records for every learner are kept up to date and accurate;
- arranges and encourages visits from commissioners;
- keeps a link between the commissioner and Enemy of Boredom to support a learner through their EHC plan and its reviews; and
- contributes evidence and, where agreed with the commissioner, helps host or lead a learner's EHC plan annual review, while the commissioner or local authority remains responsible for making sure the statutory review takes place.

5.3 The admissions team

The admissions team:

- builds a relationship with commissioners;
- makes sure Enemy of Boredom is the right fit for a prospective learner;
- arranges visits for learners, parents or carers, and commissioners; and
- gathers enough information about a learner's EHC plan and their history of needing alternative provision before they start with us. Our full referral, admissions and induction process, including eligibility and the settling-in period, is set out in our Admissions and Induction Policy.

5.4 Tutors

Each tutor is responsible for:

- the progress and development of every learner in their group;
- working closely with specialist staff to plan and assess the impact of support and interventions, and how they connect with what happens in sessions;
- working with the SEND Lead to review each learner's progress and development, and agree any change to their support; and
- following this policy.

6. Consulting and involving learners and parents or carers

We have an early discussion with parents or carers, or the commissioner's caseworker, and then with the learner themselves, when deciding whether Enemy of Boredom is the best fit for them. These conversations make sure that:

- everyone understands the learner's strengths and difficulties;
- we take account of the concerns of parents, carers and the learner;
- everyone understands the outcomes sought for the learner; and
- everyone is clear on the next steps.

We formally tell parents or carers, and the commissioner, when a learner is offered a place with us. Regular communication between the learner, their parents or carers, Enemy of Boredom and the commissioner is essential throughout their time with us. For an adult learner, we involve them directly, and involve a parent, carer or advocate only where the learner has agreed this, as recorded at admission, or where our Child Protection and Safeguarding Policy's provisions on mental capacity apply.

7. Our approach to supporting learners with SEND

Tutors are responsible and accountable for the progress and development of every learner they work with. Our response to a learner's SEND is tailored to them individually, but we believe that building trust and relationships, alongside genuinely engaging, high-quality teaching, is what makes the difference.

7.1 Assess

The tutor and the SEND Lead carry out a clear assessment of the learner's needs, drawing on the tutor's own observations, the learner's previous progress, attainment and behaviour, any assessments or advice from the commissioner or external services, the views and experience of parents or carers, and the learner's own views. Where a learner has an EHC plan, this assessment starts from Section F of that plan. The assessment is reviewed regularly.

7.2 Plan

The tutor and the SEND Lead agree, with the learner and their parents or carers, the adjustments, interventions and support that will be put in place, the outcomes expected, and when this will be reviewed. Every tutor who works with the learner is told about their needs, the outcomes sought, the support in place, and the teaching approaches that are needed.

7.3 Do

The tutor keeps overall responsibility for the learner's progress, working closely with any specialist staff involved. The SEND Lead supports the tutor in understanding the learner's particular strengths and needs, and in problem-solving where support is not having the intended effect.

7.4 Review

We regularly review how effective the support and interventions are, and their impact on the learner's progress, based on the views of the learner and their parents or carers, the level of progress made, and the views of staff who work with them. The tutor and the SEND Lead revise the outcomes and support in light of this, in consultation with the learner and their parents or carers.

8. EHC plans and reviews

Where a learner has an EHC plan, we deliver the special educational provision set out in Section F, and record how we are doing so. The learner's local authority remains responsible for maintaining their EHC plan and for making sure it is formally reviewed at least once a year. We support this by:

- keeping clear records of the learner's progress against their EHC plan outcomes;
- contributing our own assessment and the views of staff who work with the learner to the annual review;
- hosting or helping to lead the review meeting where the commissioner or local authority asks us to; and
- flagging to the commissioner promptly if we believe a learner's EHC plan needs an earlier review, for example because their needs have changed significantly.

9. Attendance

Many of our learners face complex barriers to attendance, and many have previously found it difficult to attend a mainstream school. A learner with SEND has the same right to education, and the same attendance ambition, as any other learner. Our approach to supporting a learner who struggles to attend because of their SEND is set out in our Attendance Policy.

10. Safeguarding

Learners with SEND can face additional safeguarding challenges, and disabled children are more likely to experience abuse than their peers. Barriers can also exist to recognising abuse, exploitation or neglect in a learner with communication needs. Section 9 of our Child Protection and Safeguarding Policy sets out how we respond to this, including the pastoral support we offer and how we help learners overcome communication barriers.

11. Preparing for adulthood

Because we work with learners up to age 25, preparing for adulthood is central to what we do, not an afterthought. Our vocational and life skills courses are built around the four outcome areas the SEND Code of Practice highlights for this age group: paid employment, independent living, participating in the community, and good health. Where a learner's EHC plan sets out aspirations in these areas, we plan their programme with those aspirations in mind, and we talk to the learner themselves about what they want their next steps to be.

When a learner moves on from us, whether to another provider, to employment, to further training, or to independent living, we share relevant information with the commissioner and, where appropriate, the learner's next setting, so that a smooth transition can be planned. We remain transparent with parents and carers, or the adult learner, about what information we are sharing and why, and share it only where it is in the learner's best interests, in line with our Data Protection Policy.

12. Training for our staff

Staff receive training on SEND at induction, through structured training over the summer break, and through a monthly continuing professional development cycle. The SEND Lead and the COO monitor whether any member of staff has a specific training need, and build this into our training plan.

13. Working with external agencies

We know we cannot meet every learner's needs alone, so we work with external services where appropriate, which may include speech and language therapists, educational psychologists, occupational therapists, GPs or paediatricians, child and adolescent mental health services (CAMHS), and social care.

14. Evaluating the effectiveness of our SEND provision

We evaluate how effective our SEND provision is by:

- reviewing each learner's progress towards their goals every term;
- reviewing the impact of interventions half-termly;
- using learner questionnaires;

- monitoring attendance, recognising that many of our learners have previously found it hard to attend education at all; and
- tracking the proportion of learners who complete and achieve their qualification.

15. Complaints about SEND provision

A parent, carer or learner who is unhappy with the SEND support we provide can raise it with the SEND Lead in the first instance, and can use our Complaints Policy if it is not resolved. Where a concern relates to the EHC plan itself, or to the local authority's decisions, the commissioner and the local authority's own complaints and mediation routes, including the SEND Tribunal, may also apply.

16. Monitoring arrangements

This policy is reviewed annually by the COO. At every review, the policy is approved by the CEO. It is reviewed sooner if legislation or statutory guidance changes. It is available to staff, learners, parents and carers, and commissioners.

17. Related policies

- Child Protection and Safeguarding Policy
- Equality and Diversity Policy
- Behaviour Policy
- Attendance Policy
- Medical Needs Policy
- Complaints Policy
- Data Protection Policy
- Admissions and Induction Policy
- Assessment and Appeals Policy