


VOYAGE LEARNING CAMPUS



SEND POLICY

This policy has been adopted by the Management Committee on:	
Date adopted:	2 nd October 2025
Signed:	
Next review due:	Annually

This policy should be read in conjunction with the SEND Information Report.

1. Aims

Our combined SEND policy and information report aim to:

- Set out how Voyage Learning Campus will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

At Voyage Learning Campus, we work to enable all of our young people to achieve more than they believe is possible. We maintain that all students have a right to receive an education which is tailored to meet their special educational needs. Voyage Learning Campus is a trauma informed school and uses these approaches in teaching. In addition, our Phase 1 staff are Thrive trained which drives their curriculum and teaching.

We aim to support all our students in developing the skills needed to make informed choices to lead active, fulfilling lives whether that is returning to mainstream, moving to a special school or transitioning on to college. All our staff and members of the management committee are committed to creating a safe, nurturing and holistic learning environment which supports students to thrive personally and academically.

We strive to make every effort to achieve maximum inclusion of all our students whilst meeting their individual needs. This policy builds on our Inclusion Policy, which recognises the entitlement of all students to a broadly balanced curriculum. Our SEND policy and Information Report reinforce the need for quality first teaching that is fully inclusive.

2. Legislation and guidance

This policy and the information report are based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Maintained schools governance guide](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

3. Definitions

3.1 Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Voyage Learning Campus adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

3.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

Voyage Learning Campus will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

3.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

4. Roles and responsibilities

4.1 The SENDCO

They will:

- Work with the principal and the management committee person responsible for SEND to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The Management Committee member responsible for SEND

They will:

- Help to raise awareness of SEN issues at Management Committee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Management Committee on this
- Work with the principal and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

They will:

- Work with the SENDCO and Management Committee member responsible for SEND to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every student in their class
- Working with the SENDCO and student support team to plan, do and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review students' progress and development and decide on any changes to provision

5. SEND Information Report

The SEND Information Report explains how we meet the needs of children with SEND. It will be published on the Voyage Learning Campus website and as part of North Somerset County Council's 'local offer'.

In this report, we explain how we meet our duties towards students with special educational needs and disabilities. This report complements this policy. We will keep this report current. Voyage Learning Campus' Governing Body, called the Management Committee, will also review this report every year, and will involve students and parents/carers.

6. Monitoring arrangements

This policy will be reviewed by the SENDCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Management Committee.

7. Links with other policies and documents

This policy links to the following policies:

- SEND Information Report
- The Local Offer
- Inclusion
- Accessibility plan
- Relationships and Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions