SEND Tuition with Hannah's Hub: Special Educational Needs and Disabilities (SEND) Policy

Last Review Date: June 2026
Next Review Due: June 2027

1. Policy Statement

This policy outlines the commitment of SEND Tuition with Hannah's Hub to providing high-quality, inclusive, and tailored tuition for students with Special Educational Needs and Disabilities (SEND). Every student registered with our agency has identified SEND requirements. We ensure that our educational provision meets the unique learning, communication, and emotional needs of children and young people aged 3 to 18.

2. Statutory Framework

This policy is aligned with statutory guidance, including:

- The Children and Families Act 2014
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years
- The Equality Act 2010

3. Aims and Objectives

- To provide person-centred tuition that values the individual strengths and needs of every student.
- To match students with appropriately qualified tutors who understand their specific profiles.
- To break down barriers to learning through personalised teaching strategies and specialist resources.
- To collaborate closely with parents and carers, as well as schools and multidisciplinary teams where appropriate.
- To foster a safe, encouraging environment that promotes confidence, independence, engagement with learning, and academic progress.

4. Areas of Need Catered For

We support students across all four broad areas of need identified in the SEND Code of Practice:

- Communication and Interaction: Including Autistic Spectrum Condition (ASC), and Speech, Language, and Communication Needs (SLCN).
- Cognition and Learning: Including Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia, dyspraxia, and moderate to severe learning difficulties.
- Social, Emotional, and Mental Health (SEMH): Including Attention Deficit Hyperactivity Disorder (ADHD), anxiety, and school trauma.
- Sensory and/or Physical Needs: Including visual or hearing impairments, and physical disabilities requiring environmental adaptations.

5. Age-Specific Provision

Our teaching methodologies adapt dynamically across our target age range. The age guide below is appropriate for most of our learners. However, because sessions are tailored to individual needs, these chronological brackets may not always apply. Each tutor will adapt

their teaching approaches, pacing and strategies in line with their evolving knowledge of the learner.

- Early Years (Ages 3–5): Focus on play-based learning, communication skills, sensory engagement, and early developmental milestones.
- Primary (Ages 5–11): Focus on core literacy and numeracy, emotional regulation, structured routines, and building learning confidence.
- Secondary and Post-16 (Ages 11–18): Focus on subject-specific support, executive functioning, study skills, exam access arrangements, and preparation for adulthood.

6. Identification, Assessment, and Planning

Because 100% of our learner intake has SEND, our onboarding process involves gathering as much information as possible on each learner's needs:

- Initial Consultation: We gather comprehensive background information from parents/carers, including Education, Health, and Care Plans (EHCPs), educational psychologist reports, and school feedback where appropriate.
- Individualised Learning Support: As independent, self-employed specialists, tutors maintain full professional autonomy over their own teaching methodologies and lesson design. To meet registration standards with the agency, tutors will independently formulate and maintain their own system of individualised planning, incorporating specific learning targets, motivators, and necessary accommodations tailored to the student's profile.
- Progress Tracking: Tutors will regularly evaluate learner progress against these individual targets and provide routine feedback to families to ensure transparency and educational alignment.

7. Tutor Recruitment and Professional Development

We maintain strict standards to ensure our tutors are equipped for specialist tuition:

- Qualifications: All tutors must hold relevant teaching or tuition qualifications, alongside verifiable experience working with SEND learners.
- Vetting: Comprehensive safer recruitment checks are mandatory, including enhanced DBS disclosures and verified professional references.
- Continuous Professional Development (CPD): Tutors are provided access to ongoing training in areas such as neurodiversity, positive behaviour support, trauma-informed practices, and adaptive technologies.

8. Partnership with Parents and Carers

We recognise parents and carers as the primary experts on their children. The agency guarantees:

- Transparent, regular feedback after every tuition session (in person and/or via TutorCruncher).
- Open channels of communication to discuss changing needs or anxieties.
- Inclusion of families in all goal-setting and review processes.

9. Accessibility, Environment, and Home Safety

As the majority of our tuition takes place within the client's home, we actively manage environmental needs and risk factors:

- Environmental Assessment: Tutors work collaboratively with families to identify the best home learning environment, minimizing sensory disruptions (e.g., noise, lighting) and maximizing focus.
- Adaptive Materials: Tutors bring or recommend specific learning materials tailored to the student's profile.
- Lone Working & Home Safety: For safeguarding and insurance purposes, a parent, carer, or responsible adult over the age of 18 must always be present in the home for the entire duration of each session.

10. Safeguarding and Wellbeing

The emotional and physical safety of our vulnerable learners is paramount. This policy operates in strict conjunction with our Safeguarding and Child Protection Policy. Any disclosure, sign of distress, or regression in mental health will be handled immediately in accordance with our procedures.

The Designated Safeguarding Lead (DSL) for SEND Tuition with Hannah's Hub is Hannah Lawrence. sendtutoryorkshire@gmail.com | 07745 723953