



# Purple Ruler SEND and Inclusivity Policy

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## Introduction

At Purple Ruler, our dedication to Special Educational Needs and Disabilities (SEND) is integral to our mission of inspiring and empowering every learner through a holistic and inclusive approach to education. This policy outlines our principles, practices, and procedures for supporting learners with SEND, ensuring they receive the assistance needed to achieve their full potential in an inclusive and supportive online learning environment. We recognise the importance of addressing Social, Emotional, and Mental Health (SEMH) needs as part of our commitment to providing comprehensive support for all learners.

# School Vision and Philosophy

We are committed to providing high-quality education that embraces the diversity of our learner community. Our vision is to create a learning environment where all learners, regardless of their individual needs, can thrive academically, socially, and emotionally. We believe every learner has the potential to succeed, and we strive to foster an atmosphere of inclusivity, respect, and mutual support. Recognising and addressing SEMH needs is a vital component of this vision, as it ensures that learners receive the necessary support to overcome challenges and succeed in all areas of their lives.

## Inspired Philosophy and Core Values

Our educational philosophy is guided by the following core values, shaping our approach to teaching and learning:

- **Versatility:** Adapting our teaching methods and resources to meet the diverse learning needs and environments of our learners.
- **Curiosity:** Encouraging exploration and a love for learning, nurturing learners' natural inquisitiveness.
- **Respect:** Promoting mutual respect and understanding among learners, staff, and the wider school community.
- **Ingenuity:** Fostering creativity and problem-solving skills, empowering learners to think critically and innovate.
- **Inclusivity:** Ensuring all learners are welcomed and supported, providing equal opportunities for success.
- **Integrity:** Upholding honesty and strong moral principles in all our interactions and educational practices.
- **Compassion:** Cultivating empathy and kindness, supporting learners' emotional well-being.
- **Empowerment:** Enabling learners to take charge of their learning and personal growth, building confidence and independence.

## Scope

This policy applies to all learners enrolled full-time in our institution who have been identified as having special educational needs, including those with disabilities and SEMH needs. It encompasses all aspects of the educational experience, including curriculum access, teaching strategies, and the learning platform.

# Aims and Objectives

At Purple Ruler, we are committed to creating an inclusive learning environment where all learners, regardless of their individual needs, can access a broad and balanced curriculum. Our goal is to ensure that every learner feels valued, respected, and supported in their educational journey.

## Inclusive Practices

- 1. Provide Tailored Support:** We develop and implement Individual Education Plans (IEPs) that outline personalised goals and support strategies for each learner with Special Educational Needs and Disabilities (SEND), including those with SEMH needs. These plans are regularly reviewed and updated to reflect the learner's progress and evolving needs.
- 2. Promote Inclusive Practices:** We foster an inclusive school culture that values diversity and ensures that all learners, regardless of their needs, can participate fully in all aspects of school life. This includes using differentiated instruction and inclusive teaching strategies.
- 3. Collaborate with Stakeholders:** We work closely with parents, carers, and other stakeholders to ensure comprehensive and coordinated support for learners with SEND. This partnership is vital for creating a holistic support system for each learner, particularly those with SEMH needs, ensuring they receive consistent and supportive care.
- 4. Ensure Accessibility:** We make reasonable adjustments to our online learning platforms and resources to ensure they are accessible to all learners, including those with disabilities and SEMH needs. This commitment to accessibility helps remove barriers to learning and participation.
- 5. Promoting a Safe and Supportive Environment:** We are dedicated to promoting a safe and supportive environment for all learners, particularly those with SEND and SEMH needs. This includes implementing robust safeguarding measures, ensuring that staff are well-trained and focus on proactive rather than reactive support.
- 6. Facilitator Development:** Providing ongoing professional development for staff enhances their knowledge and skills in supporting learners with SEND, including SEMH needs. Training covers various areas, including understanding different types of SEND, inclusive teaching strategies, behaviour management, and specific approaches to support learners with SEMH needs.
- 7. Uphold Legal and Ethical Standards:** We are committed to upholding the highest ethical standards and ensuring legal compliance in our SEND provision. Respecting the dignity and rights of all learners, ensuring confidentiality, and providing support in a non-discriminatory and inclusive manner are fundamental to our practice.

8. **Monitor and Evaluate:** Continuous monitoring and evaluation of our SEND provision allow us to make data-driven decisions to improve outcomes for learners with SEND, including those with SEMH needs. We gather feedback from learners, parents, and staff to inform our practices and policies.

## Creating a Supportive and Dynamic Learning Environment

We implement teaching strategies and practices that ensure all learners, including those with SEND and SEMH needs, can participate fully in classroom activities. Our online platforms and resources are designed to be accessible to all users, promoting a school culture that values and respects diversity, fostering a sense of belonging for all learners.

We support learners in developing self-awareness, emotional resilience, and the ability to set and achieve personal goals. By acknowledging and celebrating each learner's achievements, whether social, emotional, or academic, we strive to foster self-esteem, confidence, and respect for both themselves and others.

To accommodate diverse learning needs, we recognise and address the needs of learners with disabilities, special educational needs, SEMH needs, and those learning English as an additional language (EAL). Our flexible timetabling allows us to build schedules that suit individual learner needs, ensuring they have an enriching curriculum and work towards desired qualifications. We welcome all learners, irrespective of age, race, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity, marriage, and civil partnership.

By adhering to these aims and objectives, we strive to create an inclusive and supportive online learning environment where all learners, regardless of their individual needs, can achieve their full potential and succeed in their educational journey.

## Legal Framework and Definitions

### Legal Framework

Purple Ruler's SEND and Inclusivity Policy is shaped by and adheres to the following key pieces of legislation and statutory guidance:

- **The Special Educational Needs and Disability Code of Practice: 0 to 25 Years (SEND Code of Practice):** This provides statutory guidance on duties, policies, and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. It includes principles and practical advice on how to identify, assess, and support children and young people with SEND, including those with Social, Emotional, and Mental Health (SEMH) needs.

- **The Children and Families Act 2014:** This Act reformed the system for children and young people with SEND, providing a framework for improving cooperation between different services to ensure better outcomes for these individuals. It emphasises the importance of supporting SEMH needs to enhance overall wellbeing and academic success.
- **The Equality Act 2010:** This legislation protects individuals from discrimination and ensures that reasonable adjustments are made for people with disabilities, including those with SEMH needs, to prevent them from being at a disadvantage.
- **The Education Act 1996:** This Act outlines the legal requirements for providing education to all children, including those with special educational needs and SEMH difficulties.
- **The Care Act 2014:** This Act governs the provision of social care, ensuring that people with disabilities, including those with SEMH needs, and their carers receive the support they need to lead fulfilling lives.

## Definitions

Understanding the terminology associated with Special Educational Needs and Disabilities (SEND) is crucial for effectively supporting learners. Below are the key definitions and categories used in our policy:

### Key Definitions

#### 1. Special Educational Needs (SEN):

- A learner has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. This includes learners who:
  - Have significantly greater difficulty in learning than the majority of others of the same age, or
  - Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

#### 2. Disability:

- According to the Equality Act 2010, a disability is defined as 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.

#### 3. Learning Difficulty:

- This refers to a condition that significantly impacts a learner's ability to learn at the same pace or level as their peers. This can include specific learning difficulties (e.g., dyslexia), global learning difficulties, developmental delays, and SEMH needs.



#### 4. Special Educational Provision:

- This refers to an educational provision that is additional to, or different from, that made generally for others of the same age in mainstream schools or post-16 institutions.

#### Categories of SEND

The SEND Code of Practice identifies four broad areas of need and support. These categories help schools to identify and provide the appropriate support for learners with SEND:

- 1. Communication and Interaction:** This includes learners with Speech, Language, and Communication Needs (SLCN) or those on the Autism Spectrum (ASD).
- 2. Cognition and Learning:** This encompasses learners with Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), or Specific Learning Difficulties (SpLD).
- 3. Social, Emotional, and Mental Health Difficulties:** This includes learners with Emotional and Behavioural Difficulties (EBD), Attention Deficit Hyperactivity Disorder (ADHD), anxiety, depression, eating disorders, and other mental health issues. Recognising these difficulties is essential for providing effective support and promoting well-being.
- 4. Sensory and/or Physical Needs:** This includes learners with Visual Impairment (VI), Hearing Impairment (HI), or Physical Disabilities (PD).

By clearly defining these terms and categories, we ensure that all staff, learners, and parents understand the specific needs and provisions required to support learners with SEND effectively, including those with SEMH needs. This clarity helps in creating a comprehensive and supportive environment for all learners.

### Roles and Responsibilities

Role	Responsibilities
Leadership and Management	<b>Strategic Planning:</b> Developing and overseeing the strategic plan for SEND provision, ensuring alignment with the school's vision, values, and goals.
	<b>Policy Development and Compliance:</b> Regularly reviewing, updating, and implementing policies related to SEND and inclusivity, ensuring compliance with relevant legislation and statutory guidance.
Facilitators	<b>Inclusive Teaching Practices:</b> Implementing practices that ensure all learners, including those with SEND, can access the curriculum and

	engage in learning.
	<b>Differentiation:</b> Adapting teaching methods, materials, and assessments to meet the diverse needs of learners.
	<b>Classroom Environment:</b> Creating a positive, inclusive classroom environment that supports the learning and wellbeing of all learners.
	<b>Professional Development:</b> Engaging in ongoing professional development to enhance their knowledge and skills in supporting learners with SEND.
<b>Stakeholders</b>	<b>Communication and Collaboration:</b> Maintaining open and regular communication with the school, participating in the development and review of their child's IEP, and working with the school to implement agreed-upon strategies and interventions.
	<b>Support at Home:</b> Providing a supportive learning environment at home and reinforcing the strategies and interventions used at school.
<b>Learners</b>	<b>Self-Advocacy and Engagement:</b> Communicating their needs, preferences, and goals to facilitators and parents, and actively participating in lessons and intervention programmes.
	<b>Feedback and Goal Setting:</b> Providing feedback on the effectiveness of the support they receive, suggesting any changes or improvements, setting personal goals, and working towards achieving them with the support of their facilitators and parents.

## Provision and Accessibility for SEND Learners

At Purple Ruler, we are dedicated to ensuring that all learners with Special Educational Needs and Disabilities (SEND) have equal access to education and can participate fully in all aspects of school life. Our goal is to create an inclusive and supportive online learning environment where all learners can thrive.

Our approach to reasonable adjustments and auxiliary aids is guided by key legislation, including:

- 1. The Equality Act 2010:** Requires schools to make reasonable adjustments to ensure that learners with disabilities are not at a substantial disadvantage compared to their peers.
- 2. The SEND Code of Practice:** Outlines the responsibilities of schools to identify and support learners with SEND, including making reasonable adjustments and providing appropriate support.

## Strategies for Provision and Accessibility:

At Purple Ruler, we are committed to making reasonable adjustments and ensuring our digital platforms are accessible to all learners, including those with Special Educational Needs and Disabilities (SEND). Our strategies include:

- 1. Creating a Supportive Environment and Positive Relationships:** Establishing a school culture that promotes safety, inclusion, and respect for all learners is crucial at Purple Ruler. This involves celebrating diversity, recognising achievements, and providing a space where learners feel valued and understood. Building strong, positive relationships between learners and staff is essential for fostering trust and open communication, ensuring a supportive environment where all learners can thrive.
- 2. Adaptations to Teaching Methods:** Modifying teaching methods to accommodate different learning styles. This includes using visuals, providing written instructions, and offering verbal explanations to ensure all learners, including those with Social, Emotional, and Mental Health (SEMH) needs, can access and understand the material.
- 3. Flexible Timetabling:** Building timetables to suit individual learner needs, allowing for additional breaks, extended time for assignments, or flexible deadlines. This approach ensures learners can maintain an enriching curriculum and progress towards their desired qualifications, particularly benefitting those with SEMH needs who may require a more adaptable schedule.
- 4. Adapted Learning Materials:** Providing learning materials in alternative formats, such as large print, different colours, or digital copies. This ensures that all learners, including those with visual impairments or other disabilities, have access to the necessary resources in a format that works best for them.
- 5. Accessible Learning Platforms:** Designing our online learning platforms to be accessible to all users. This includes ensuring clear and simple navigation, providing text alternatives for images, and ensuring compatibility with screen readers to support learners with visual impairments or other accessibility needs.
- 6. Interactive and Engaging Content:** Creating interactive and engaging online content that caters to different learning styles. This includes multimedia resources, interactive quizzes, and virtual simulations to keep learners engaged and enhance their learning experience, supporting both academic and SEMH needs.
- 7. Technical Support:** Providing technical support to help learners and parents navigate our online platforms and troubleshoot any issues related to accessibility. This ensures that all learners can effectively use our digital resources without barriers.

## Individualised Education Plans (IEPs)



Individualised Education Plans (IEPs) are at the heart of our provision for learners with SEND. Our IEPs are created in two separate formats depending on the information that is provided by schools and local authorities. A general instructional approach plan will be provided to facilitators if a learner's needs are simply indicated during enrolment. A more specific IEP will be produced if an EHCP and SEND plan is provided.

Each IEP is crafted to address the unique needs of the learner and includes a comprehensive profile detailing their specific requirements or learning difficulties, achievable goals that cover academic, social, and emotional development, and suggested support strategies. These plans are regularly reviewed to assess learner progress and update the IEP, ensuring it remains relevant and effective.

By integrating these strategies, we aim to create an inclusive and supportive online learning environment where all learners can thrive. Our commitment to making reasonable adjustments and ensuring online accessibility ensures that every learner has the opportunity to succeed academically, socially, and personally.

## Teaching and Learning Strategies

At Purple Ruler, our approach to supporting learners with Special Educational Needs and Disabilities (SEND) is built on high-quality, inclusive teaching. We ensure all learners can access and engage with the curriculum, providing a supportive and enriching educational experience.

**Differentiated Instruction** is central to our inclusive teaching practices. Facilitators adapt their methods and materials to meet the diverse needs of learners, including those with Social, Emotional, and Mental Health (SEMH) needs. This involves varying the pace, style, and content of lessons to ensure all learners can engage with the curriculum. For example, provide differentiated assignments where learners can choose tasks that suit their skill level and interests, such as writing a report, creating a video, or designing a poster. Use learning stations with different activities tailored to various skill levels, allowing learners to rotate through and engage with the material in multiple ways.

**Facilitators use a variety of teaching methods** to support diverse learning styles. This includes visual aids like interactive whiteboards to demonstrate concepts in real-time. Incorporate educational videos from platforms like YouTube or TED-Ed, and conduct virtual field trips using Google Earth or museum virtual tours to enhance experiential learning. Utilise online quizzes and polls (e.g., Kahoot!) to engage learners and check their understanding in real-time. By incorporating these methods, we ensure that all learners, including those with SEND and SEMH needs, can participate fully in lessons.

**We maintain high expectations for all learners**, regardless of their individual needs. Assignments are designed with varying levels of difficulty to challenge each learner

appropriately, allowing them to work at their own pace and achieve success. For instance, in a Maths lesson, offer basic problems, intermediate challenges, and advanced tasks, allowing learners to choose based on their comfort level. Provide constructive feedback tailored to each learner's level, encouraging them to tackle more challenging tasks progressively. This tiered approach ensures that every learner can progress and excel in their learning journey.

**A positive, inclusive classroom environment** is essential for effective learning. Facilitators create welcoming and supportive spaces with clear routines and expectations. Establish clear online class routines (e.g., starting with a mind activation, outlining lesson objectives for the session) and use consistent signals for transitions and maintaining focus. Structured support, such as scaffolding, helps learners build on their existing knowledge and skills. Break down complex tasks into manageable steps, and use tools like Lark Docs for collaborative writing with real-time feedback and guidance. This helps learners feel safe and supported, enabling them to focus on their learning.

**Collaborative learning** is encouraged, promoting social interaction and peer learning. Learners work together in pairs or small groups, allowing them to learn from each other's strengths. Rotate groups based on the task, using homogeneous groups for skill-specific tasks and heterogeneous groups for diverse perspectives in discussions. Flexible grouping strategies provide targeted instruction based on learners' needs and abilities.

**Social-Emotional Learning (SEL)** is integrated into our teaching practices to support learners' emotional well-being and social skills. We help learners understand their emotions, manage their behaviours, develop empathy, form positive relationships, and make responsible decisions. Use positive reinforcement strategies to acknowledge and encourage positive behaviours and achievements. We help learners understand their emotions, manage their behaviours, develop empathy, form positive relationships, and make responsible decisions. This holistic approach ensures that learners are equipped with the skills needed for both academic and personal success. This holistic approach ensures that learners are equipped with the skills needed for both academic and personal success.

**To ensure all learners can access and engage with the content**, we make various curriculum adaptations. Offer multiple ways to demonstrate understanding, such as creating a video presentation, conducting a virtual experiment, or writing a reflective essay. Work closely with schools or local authorities to ensure learners receive the necessary accommodations during assessments, such as extended time or the use of assistive technology. These adaptations include providing simplified texts, offering materials in alternative formats, and modifying the level of content difficulty. Exam access is coordinated with the schools or local authorities with whom learners are enrolled.

By implementing these comprehensive teaching and learning strategies, we ensure that all learners, including those with SEND and SEMH needs, receive the high-quality education and

support they need to succeed. Our commitment to inclusive education fosters a learning environment where every learner can thrive and reach their full potential.

## Stakeholder Engagement and Communication

At Purple Ruler, we recognise the crucial role that stakeholders play in the education and development of their children, particularly those with Special Educational Needs and Disabilities (SEND). We believe that a strong partnership between the school and home is essential for ensuring the best outcomes for learners with SEND. Parental involvement helps us better understand the child's needs, fosters a supportive learning environment, and reinforces the strategies implemented in the online classroom.

**Effective Communication:** Effective communication is the foundation of a successful partnership with stakeholders. We employ various strategies to ensure open, transparent, and regular communication in an online setting. Regularly scheduled review meetings are held to discuss the learner's progress, address any concerns, and evaluate the effectiveness of support strategies. These meetings provide an opportunity for stakeholders to ask questions, provide input, and collaborate on the best approaches for the learner.

Additionally, we provide regular updates on the learner's progress through the school's online portal, ensuring that stakeholders have timely access to information and can track their child's development. Secure online communication platforms facilitate real-time communication through our messaging app.

**Feedback and Improvement:** We value feedback from stakeholders and use it to continually improve our SEND provision. Regular surveys and questionnaires are conducted to gather stakeholders' opinions on the effectiveness of the SEND provision, the support their child receives, and areas for improvement. This feedback is crucial for identifying strengths and addressing any concerns.

**Building Trust and Collaboration:** Trust and collaboration are the foundations of an effective partnership with stakeholders. We strive to build and maintain trust through transparency, respect, and consistency. We are transparent about the school's policies, procedures, and decision-making processes, sharing information about how decisions are made and how support is provided to learners with SEND.

We treat all stakeholders with respect, valuing their input and perspectives. This includes actively listening to their concerns, addressing their questions, and acknowledging their role as partners in their child's education. Providing consistent and reliable communication and support helps build confidence and trust in the school's commitment to supporting their child.

**Addressing Concerns and Complaints:** We are committed to addressing any concerns or complaints from parents and carers promptly and effectively. Clear online procedures are

provided for raising concerns or complaints, including information on who to contact and how to escalate issues if needed. We ensure that all concerns and complaints are acknowledged promptly and addressed in a timely manner, keeping stakeholders informed of the progress and outcome of their complaints. Working collaboratively with stakeholders to resolve issues and make necessary improvements to our SEND provision is a priority. This includes reviewing our practices, identifying areas for improvement, and implementing changes to prevent future issues. Please review the Complaints Policy for more information.

**SEMH Support:** Recognising the importance of Social, Emotional, and Mental Health (SEMH) needs, we ensure that our communication and collaboration strategies are inclusive of these aspects. We actively engage with stakeholders to understand the SEMH needs of their children and incorporate this understanding into our support plans.

**Holistic Approach:** By fostering a strong partnership with stakeholders through effective communication, collaboration, and support, we ensure a coordinated approach to supporting learners with SEND, including those with SEMH needs. This partnership enhances the effectiveness of our SEND provision, helps learners achieve their full potential, and creates a supportive and inclusive online school community.

Through these comprehensive strategies, we commit to providing an educational environment where all learners, regardless of their individual needs, can thrive. Our collaborative approach with stakeholders ensures that we continuously adapt and improve our practices to meet the evolving needs of our learners.

## Learner Voice and Empowerment

At Purple Ruler, we believe that learners with Special Educational Needs and Disabilities (SEND) should have a voice in their education. Empowering learners to express their views, contribute to decision-making, and take an active role in their learning fosters a sense of ownership and enhances their engagement and motivation. Ensuring that learners feel heard and valued is central to our inclusive approach.

Learners with SEND are encouraged to participate actively in their learning by:

- **Contributing to the Development and Review of Their IEP:** Learners are involved in creating and updating their Individualised Education Plans (IEPs), ensuring their personal goals and needs are addressed. This involvement ensures that the support strategies are aligned with their aspirations and preferences.
- **Reflecting on Their Progress:** Learners regularly reflect on their progress, effort, and achievements to better understand their learning journey. This self-reflection helps them recognize their strengths and areas for improvement, fostering a growth mindset.



- **Communicating with Teaching Staff:** Learners are encouraged to discuss their learning experiences, challenges, and successes with their facilitators. Open communication helps facilitators understand the learner's perspective and tailor their support accordingly.
- **Participating in Surveys or Questionnaires:** Providing feedback through surveys and questionnaires allows learners to help shape the school's policies and practices. Their insights are invaluable in improving the educational experience and ensuring it meets their needs.

By prioritising learner voice and fostering an environment where learners with SEND can express their views and contribute to decision-making, we ensure a truly inclusive and learner-centred approach to education. This commitment to learner voice enhances engagement, promotes self-advocacy, builds confidence and helps all learners achieve their full potential. It ensures that our educational practices are responsive to the needs and aspirations of our learners, fostering a supportive and empowering learning environment.

## Educational Health and Care Plans (EHCPs)

As part of an online independent schools' group, Purple Ruler is committed to supporting learners with EHCPs and their named providers to deliver the best possible educational experience. Although we are not directly involved in local authority EHCP processes, we actively provide feedback to facilitate these processes and support annual reviews.

Our approach to EHCPs is guided by key legislation and statutory guidance, including:

- **The Children and Families Act 2014:** This Act introduced EHCPs as part of the reforms to the SEND system, replacing Statements of Special Educational Needs and Learning Difficulty Assessments.
- **The SEND Code of Practice:** This statutory guidance provides detailed information on the processes and requirements for developing and implementing EHCPs.
- **The Equality Act 2010:** This Act ensures that learners with disabilities receive reasonable adjustments and support to access education on an equal basis with their peers.

## Providing for Learners with an EHCP

Our aims for supporting learners with an Education, Health and Care Plan (EHCP) include:

- **Curriculum Planning and Delivery:** Ensuring that curriculum planning and delivery consider the ages, aptitudes, and needs of learners with an EHCP.
- **Knowledge and Skill Development:** Enabling learners with an EHCP to acquire new knowledge and make progress according to their abilities, increasing their understanding and developing their skills in the subjects taught.



- **Understanding Learner Needs:** Ensuring that facilitators have a thorough understanding of the aptitudes, needs, and prior attainment of learners with an EHCP, using this knowledge to plan the educational environment and experience effectively.

The needs of learners with an EHCP who enrol at Purple Ruler are varied, often complex, and long-term. Some learners may be unable to attend school in person due to medical or emotional needs. Flexibility is key to meeting the broad range of short-to-long-term complex needs of these learners. Online learning helps bridge the gap, keeping learners engaged with their education without disrupting their routines, and ensuring continuity, fairness, and inclusion.

Our primary goal is to support learners with an EHCP through daily, high-quality teaching. Our facilitators are experts in remote teaching and understand how best to connect with learners online, keeping lessons engaging. Our online classroom delivery promotes learner engagement and helps sustain concentration through interactive content and inclusive, adaptive teaching. This approach helps learners re-engage with their studies, develop independent learning skills, and build confidence.

Purple Ruler is an inclusive, quality alternative provision. Although we cannot be a named provider on an EHCP, we support the named provider to achieve EHCP outcomes by offering an extensive taught curriculum and contributing to annual review processes. We submit feedback and reports on the learner's progress, working in concert with the family and the named provider to help achieve the desired outcomes.

## English as an Additional Language (EAL)

At Purple Ruler, we serve a diverse community of learners from around the world. As our curriculum follows UK guidelines, the language of instruction is English. We recognise that learners for whom English is an additional language (EAL) have unique needs and strengths. Effective EAL provision is crucial to ensure these learners can access the curriculum, engage with their peers, and achieve their full potential. We are committed to providing tailored support to help EAL learners develop their English language skills while valuing and respecting their linguistic and cultural backgrounds.

For learners who are non-native English speakers and cannot provide previous English proficiency test scores, Purple Ruler will administer an English Proficiency test within the first lesson to assess their language skills. The results of this test will be used to plan lessons and tailor instruction to the learner's language abilities. If adequate previous data is unavailable, the cost of the test will be charged to the Local Authority (LA) for referred learners, or to the parents/guardians for those enrolled individually.

Our approach to EAL provision is guided by key legislation and statutory guidance, including:

- **The Equality Act 2010:** This Act requires schools to ensure that learners with EAL are not discriminated against and receive the necessary support to access education on an equal basis with their peers.
- **The SEND Code of Practice:** While EAL in itself is not a SEND, some EAL learners may also have additional needs. The Code of Practice provides guidance on supporting these learners effectively.
- **National Curriculum Guidance:** Ensuring that our curriculum delivery aligns with national standards and best practices for supporting EAL learners.

## Integrating EAL Learners into the Classroom

Integration into the mainstream classroom is essential for the social and academic development of learners with English as an Additional Language (EAL). Our approach includes:

- **Inclusive Classroom Environment:** Creating a welcoming and inclusive classroom that celebrates linguistic and cultural diversity, such as by celebrating cultural events.
- **Differentiated Instruction:** Adapting teaching methods and materials to accommodate varying levels of English proficiency. This includes simplifying language, using visual aids, and providing clear, concise instructions.
- **Collaborative Learning:** Encouraging collaborative learning activities that promote interaction between EAL learners and their peers. This helps EAL learners practice English in a social context and build relationships.
- **Scaffolded Learning:** Using scaffolded learning techniques to support EAL learners' understanding and participation. This includes providing sentence starters, review mind-maps, and step-by-step guidance.
- **Fair and Accessible Assessments:** Ensuring that assessments are fair and accessible for EAL learners by adapting assessments to account for language proficiency, such as simplifying language, providing additional context, or allowing alternative formats. Formative assessments are used to monitor ongoing progress and provide timely feedback, helping identify areas where additional support may be needed.

By providing comprehensive and effective EAL support, we aim to ensure that learners with English as an additional language can thrive academically, socially, and personally. Our commitment to inclusivity, cultural diversity, and continuous improvement helps create a supportive and dynamic online learning environment for all learners.

## Professional Development

At Purple Ruler, we recognise that continuous professional development (CPD) is essential for equipping our facilitators with the knowledge, skills, and strategies needed to effectively support learners with Special Educational Needs and Disabilities (SEND). Ongoing training and development help create a culture of excellence and inclusivity, ensuring that our educational practices remain current, effective, and aligned with best practices. We offer regular workshops on various topics related to SEND and encourage reflective practice, where staff continually assess their teaching methods, identify areas for improvement, and implement new strategies. This approach not only keeps our staff informed about the latest developments in education but also fosters a culture of self-improvement and adaptability, ensuring that our teaching practices are always evolving to meet the needs of our learners.

Our professional development programme covers a range of core areas to ensure comprehensive support for learners with SEND:

- **Understanding SEND:** Training on the various types of SEND, including learning difficulties, sensory impairments, physical disabilities, and social, emotional, and mental health (SEMH) needs. This foundational knowledge is crucial for identifying and supporting the diverse needs of our learners.
- **Inclusive Teaching Strategies:** Equipping staff with effective teaching strategies to support inclusive education, such as differentiated instruction and scaffolded learning. These strategies ensure that all learners, regardless of their abilities or needs, can access and engage with the curriculum.
- **Behaviour Management:** Training on positive behaviour support (PBS) strategies and developing effective behaviour intervention plans (BIPs). These tools help facilitators manage classroom behaviour in a constructive and supportive manner, promoting a positive learning environment.
- **Mental Health and Wellbeing:** Offering training on supporting the mental health and emotional wellbeing of learners, including identifying signs of distress, providing appropriate interventions, and promoting resilience. This is particularly important for supporting learners with SEMH needs and ensuring their overall well-being.
- **EAL Learners:** Providing specialised training on supporting learners for whom English is an additional language, focusing on language development and cultural sensitivity. This training helps facilitators support EAL learners effectively, ensuring they can fully participate in their learning.

Our commitment to excellence, inclusivity, and continuous improvement helps create a supportive and dynamic online learning environment where all learners can thrive. By investing in our facilitators' professional development, we ensure that they are well-prepared to meet the diverse needs of our learners and provide the highest quality education possible.

# Monitoring, Evaluation, and Policy Review

At Purple Ruler, monitoring, evaluation, and regular policy review are crucial to ensuring that our Special Educational Needs and Disabilities (SEND) provision remains effective, compliant, and aligned with best practices. These processes help us identify successes, address challenges, and continuously improve our practices to support our learners' full potential.

Our monitoring and evaluation processes aim to assess how well our SEND provision meets learners' needs, verify compliance with statutory requirements and best practices, and use data-driven insights for strategic planning. This also involves identifying strengths and areas needing enhancement in our SEND practices while maintaining accountability for the quality and effectiveness of the provision.

To ensure continuous improvement, we implement a comprehensive monitoring and evaluation framework. This includes regularly gathering feedback from learners to understand their experiences and needs, engaging with stakeholders to gather their insights and address their concerns, and collecting feedback from facilitators to identify effective practices and areas for enhancement. We employ data and analytics tools to track progress, measure outcomes, and identify trends in learner performance and engagement.

Regular reviews of our SEND policy are essential to ensure it remains current, effective, and aligned with best practices. Annual reviews assess the policy's effectiveness and identify necessary updates to ensure its relevance. Comprehensive reviews are conducted every three years to thoroughly evaluate the policy and its implementation, involving extensive consultation and analysis.

Engaging stakeholders in the review process is crucial for ensuring that the SEND policy remains responsive to the needs of our community. This involves consulting with learners, parents, carers, schools (when required) and facilitators through consultations and focus groups. We maintain transparency by communicating the outcomes of policy reviews and changes to all stakeholders, ensuring that feedback from stakeholders directly informs decision-making and policy adjustments.

Our commitment to continuous improvement involves a dynamic and iterative process. We continuously monitor the implementation of the SEND policy and practices, regularly integrate feedback from stakeholders to refine and enhance our approaches, and stay informed about the latest research and best practices in SEND education to guide our policy and practice adjustments.

By implementing this comprehensive and robust monitoring and evaluation framework, along with regular policy reviews and stakeholder engagement, we aim to ensure that our SEND provision is effective, compliant, and continuously improving. This commitment fosters a supportive and dynamic learning environment where all learners can thrive.

# Relevant Policies

Our SEND policy is interconnected with several other policies that support an inclusive and comprehensive approach to education:

- Curriculum Policy
- Equality and Inclusion Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Learner Admissions Policy
- Complaints Policy and Procedure