



Special Educational Needs and Disability (SEND) Policy

Scope of SEND Policy

This policy provides Churchill House with a framework for the inclusion of students with special needs, sets out overall procedures for assessing and supporting the needs of students who:

- have a 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

The policy further aims to

- set out how our school will support and make provision for pupils with special educational needs & disabilities (SEND).
- explain the roles and responsibilities of those involved in providing for pupils with SEND.

General Policy Statement

Churchill House operates a main school in Ramsgate and summer schools in temporary residential sites across the UK. Courses at the main school run for up to four weeks while the courses run for a maximum of seven weeks during the summer and include a mixture of EFL lessons, activities (e.g. sports, drama, arts & crafts) and excursions.

For the summer centres Churchill House rents educational establishments – independent schools and colleges - as venues for the courses. The facilities hired include accommodation (bedrooms/dorms), classrooms and activity space (common rooms and sports facilities). The venues may have disabled access, accommodation and facilities but these may not be part of Churchill House's let and it may not be possible to add them to the let.

While access and facilities at homestays may differ, the Churchill House Main School in Ramsgate does not have disabled access.

Because of the short-term nature of the courses, the nature of the product, the staff employment and the let with the venue, Churchill House summer schools are not ideal study destinations for students with learning difficulties or physical disabilities. Churchill House will investigate ways to make the course inclusive for any student that presents with any additional needs and provide support as far as is possible. However,

if a student's needs cannot be catered for safely and effectively, we may have to turn down the booking.

Staff Training

All staff at our centres are employed on short-term contracts and teaching staff are recruited to provide general English lessons. Due to the short-term nature of their contracts, it is not possible to provide specialist training and it is not possible to recruit suitably qualified EFL teachers with SEND training on a short-term contract.

Management Staff will receive basic training on assessing and implementing reasonable local adjustments for students with additional educational needs and disabilities, and instruction on the procedures of implementing them.

Booking Process

Our students come from around the world and stay for short periods - usually 2-3 weeks during the summer programmes and up to four weeks at the main school.

The majority of students come as part of agency groups led by a Group Leader.

During the booking process all customers are asked to declare medical/welfare issues and Churchill House assesses the needs of students to identify ways in which student may need additional support and whether the company can reasonably/appropriately provide that support. The Inclusiveness Risk Assessment is applied to assess the student's ability to take part (see below).

School and Centre Reporting

Should a student present at the school with a previously unreported learning difficulty, management should be informed in the first instance and it will be their role to coordinate local response. Management should discuss the potential issues with head office and contact the Safeguarding Designated Lead who will discuss the needs of the student and apply the Inclusiveness Risk Assessment. The aim of the risk assessment will be to identify ways to provide care, teaching and support for the student at the centre/school wherever possible.

Group Leader Role

Where the student is travelling as part of a group, the group leader should be consulted for further information about the student and to advise on ways to support them.

The group leader is the default carer for their students unless the student needs more personal/specialist care for which the GL is untrained.

Educational Support

The Director of Studies will assess the educational needs of the student on arrival and discuss ways to help them in class with the teacher.

Management should discuss additional support needs with Head Office.

Inclusiveness Risk Assessment

Note: the intention of using this risk assessment is to identify ways to reduce that risk to enable the student to take part in the course. Where any area is found to have a higher risk the decision whether the student can attend the school must be escalated to the Head Office and the Designated Lead for decision.

	Low Risk	Medium Risk	Higher Risk
Accommodation/ Access	Able to get around the site without changes to infrastructure Able to climb stairs if no lift is available Able to evacuate themselves from the building in the event of fire Doesn't need a fully equipped disabled room	Need limited support getting around the campus e.g. someone to help with a wheelchair Able to climb a few steps occasionally where no ramp/lift available	Requires special furniture e.g. bed Needs fully accessible building – cannot climb any steps unaided or requires a ramp
Onsite Supervision	Understands school rules and is able to make reasonable judgements Doesn't present a discipline problem Can have free time on excursion	Occasional lapses in judgement Staff may need to pay special attention to them during activities/supervision	Cannot understand school rules or refuses to accept them Potentially presents a risk to themselves and others through their actions Requires constant supervision
Teaching	Able to take a full part in lessons with minor adaptations to teaching e.g. classroom management changes, reduction in written work Student needs a little extra time to achieve certain tasks Minor classroom adaptations e.g. use of coloured slides, moving	Adaptations to lesson plans cannot be made without affecting the learning of other students Student needs the support of a carer in class Student needs to use commonly available equipment that can be purchased and used without staff training	Student is unable to learn at the same rate as the other students, even after adjusting methodology Student needs specialist equipment in class that we don't ordinarily possess and cannot provide without substantial staff training or material installation Student needs specialist teaching skills/training

	furniture, student brings their own learning aids		
Activities	Can take part in all activities e.g. sport without the activity being changed	Able to climb (steep) steps into a coach, possibly with someone to support them but not lift them Can attend the activities and take part with simple adjustments to the activity or their role in it. Student needs additional support that an untrained person can provide e.g. a visually impaired person might need guidance on an excursion	Cannot take any part in the activity or attend the activity as a spectator
Medical	Does not need medical support Takes regular medicine or treatment and can administer themselves	May need occasional treatment at a GP surgery Has potential for urgent medical care	Requires daily treatment requiring support from a medical professional Has life-threatening medical problems that need daily medical care
Welfare	Able to get themselves out of bed and prepared for school	Requires a regular carer to assist with mobility/support but does not require emergency care	Requires 24/7 care – carer must share room with them Student cannot be left without direct supervision
Site-related factors	Site is fully disabled-accessible to all areas	Accommodation and teaching areas are fully accessible but some daytime activity areas not accessible Pathways between buildings are generally fully accessible	Core areas (teaching, accommodation, activities) are not accessible Travel around the venue is inaccessible

Case Studies

Visually impaired student – The student uses a stick and is able to move around on their own when they know the area. Staff and their friends helped them move around the campus and guided them on excursions. Teachers adapted their lessons to reduce the emphasis on writing and worked with the student to find ways for them to practice writing/reading skills. The student was accommodated in existing accommodation building and staff informed that they were responsible for ensuring that the person was evacuated in emergency.

Student with hearing difficulties – Teachers made minor adaptations to teaching style – working more face-to-face to allow the student to lip read in place of recordings. Staff informed that they were responsible for ensuring that the person was evacuated in emergency.

Dyslexic student – The student brought their own laptop and the teachers provided materials in advance and gave the students more time in class. The teacher used cream paper for handouts and focused on interactive lesson delivery, rather than written work.

Crutches – A student recovering from a broken leg had to use crutches for mobility. Was able to use stairs with support from friends but was allocated to a lower classroom. On excursion they didn't do the full walking tour but stayed at a central point with a group leader at a central point and they used public transport to travel locally.

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