



GLOBAL ACADEMY
MAKEUP • HAIR • PRODUCTIONS

SEND (SPECIAL EDUCATIONAL NEEDS AND DISABILITIES) POLICY

1. Policy Statement

At Global Makeup, Hair, and Productions Academy, we are committed to providing an inclusive and supportive environment for all students. We recognize and respect the diverse needs of our learners, including those with Special Educational Needs and Disabilities (SEND). This policy outlines our approach to identifying, supporting, and promoting the success and well-being of students with SEND, ensuring they have equitable access to education and training.

2. Aims and Objectives

2.1 Aims

- To ensure that every student with SEND is valued and supported to achieve their full potential.
- To foster an inclusive learning environment where differences are celebrated, and barriers to learning are removed.

2.2 Objectives

- To identify and assess students with SEND promptly.
- To provide tailored support and interventions that address individual needs.
- To work collaboratively with students, parents, and external agencies to ensure holistic development.
- To prepare students for successful transitions to further education, employment, or independent living.

3. Principles

- Every student has the right to an inclusive and high-quality education.
- Individual needs will be met through a tailored approach that balances academic, social, and emotional development.
- All staff share the responsibility for identifying and supporting students with SEND.
- Communication with parents and stakeholders is essential to ensure a shared understanding and cooperative approach.
- We listen to the child's voice, considering their aspirations, hopes, and dreams in all decision-making processes.

4. Identification and Assessment of SEND

4.1 Early Identification

All students are assessed upon enrolment to identify potential needs.

Regular progress reviews are conducted to monitor learning and well-being.

4.2 Assessment Methods

- Observations and diagnostic assessments.
- Feedback from parents and previous educational providers.
- Specialist assessments where necessary, in collaboration with external agencies.

4.3 Categories of Need

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional, and Mental Health.
- Sensory and/or Physical Needs.

5. Roles and Responsibilities

5.1 SENDCO

The SENDCO (Special Educational Needs and Disabilities Coordinator), Leila Magee, leads the SEND provision. Responsibilities include:

- Coordinating support for students with SEND.
- Liaising with parents, staff, and external agencies.
- Monitoring progress and ensuring compliance with statutory requirements.

5.2 Teaching Staff

- Deliver high-quality teaching that meets the needs of all learners.
- Identify students who may require additional support and refer them to the SENDCO.
- Implement strategies and interventions outlined in individual support plans.

5.3 Support Staff

- Work under the guidance of teaching staff and the SENDCO to deliver tailored interventions.
- Provide one-to-one or small group support as required.

6. Admissions and Transition

6.1 Admissions

We welcome applications from all students, including those with SEND. Our admissions process includes a thorough review of individual needs to ensure we can provide appropriate support.

6.2 Transition Support

Transition plans are developed in collaboration with students, parents, and feeder schools or institutions.

Visits and orientation sessions are arranged to help students adjust to the new environment.

7. Curriculum and Support Strategies

7.1 Curriculum

Our curriculum includes accredited VTCT qualifications, functional skills, and bespoke enrichment activities tailored to the needs of students with SEND.

7.2 Support Strategies

- Differentiated instruction and materials.
- Use of assistive technologies.
- Art therapy, trauma counselling, and creative activities to boost engagement and confidence.
- Small group or one-to-one interventions for literacy, numeracy, and social skills.

8. Training and Development

- Regular SEND training for all staff.
- Workshops on effective teaching strategies for diverse needs.
- Updates on legal and statutory requirements related to SEND.
- Access to external training programs and resources.

9. Monitoring and Evaluation

- Regular reviews of individual progress through formative and summative assessments.
- Feedback from students, parents, and staff.
- Annual reviews for students with Education, Health, and Care Plans (EHCPs).
- Evaluation of the effectiveness of interventions and strategies.

10. Communication with Parents and Stakeholders

We maintain open and regular communication with parents through meetings, progress reports, and newsletters.

Collaboration with external agencies, such as educational psychologists, speech and language therapists, and local authorities, to enhance support.

11. Review of Policy

This policy will be reviewed annually by the SENDCO, Quality & Compliance Administrator and Senior Leadership Team to ensure its relevance and effectiveness. Updates will be made in line with changes in legislation or organizational practices.

12. Appendices

Appendix A: Definition of Terms

Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability that requires special educational provision beyond what is normally available to pupils of the same age.

Disability

Under the Equality Act 2010, a disability is a physical or mental impairment that has a substantial and long-term negative effect on a person's ability to carry out normal daily activities.

SEND Code of Practice

A statutory guidance document for organisations working with children and young people with SEND. It outlines duties, procedures, and best practices for identifying and supporting SEND.

Education, Health and Care Plan (EHCP)

A legal document for children and young people aged 0–25 who need more support than is available through SEN support. It details the individual's needs, the support required, and desired outcomes.

SEN Support (or SEND Support)

Support provided in schools for children with SEND who do not have an EHCP. It follows a graduated approach: assess, plan, do, review.

Graduated Approach

A four-part cycle (assess, plan, do, review) used to identify and meet SEN through increasingly targeted interventions.

Inclusion

The practice of educating children with SEND alongside their peers in mainstream settings, with appropriate support and adaptations.

Differentiation

Adapting teaching methods, materials, and assessments to meet the diverse needs of learners.

Reasonable Adjustments

Changes made to remove or reduce disadvantages experienced by disabled pupils, ensuring equal access to education.

Local Offer

Information published by local authorities detailing the support and services available for children and young people with SEND and their families.

Annual Review

A yearly meeting to review the progress and effectiveness of an EHCP, involving the child/young person, parents/carers, and professionals.

Multi-Agency Working

Collaboration between education, health, social care, and other services to support children and young people with SEND.

Person-Centred Planning

An approach that places the child or young person at the heart of decision-making, focusing on their strengths, aspirations, and needs.

Transition Planning

Support provided to help children and young people with SEND move between phases of education or into adulthood.

Cognitive and Learning Needs

Difficulties in acquiring basic skills such as literacy or numeracy. Includes conditions like dyslexia, dyscalculia, and moderate learning difficulties (MLD).

Communication and Interaction Needs

Includes speech, language and communication needs (SLCN) and conditions like Autism Spectrum Condition (ASC), which affect social understanding and interaction.

Social, Emotional and Mental Health (SEMH)

Needs related to emotional regulation, behaviour, anxiety, or mental health conditions. May include ADHD, depression, or trauma-related difficulties.

Sensory and/or Physical Needs

Includes visual impairment (VI), hearing impairment (HI), and physical disabilities that impact access to education.

Access Arrangements

Adjustments made for pupils with SEND during assessments or exams, such as extra time, readers, or scribes.

Educational Psychologist (EP)

A specialist who assesses learning difficulties and advises on support strategies. Often involved in EHCP assessments.

CAMHS (Child and Adolescent Mental Health Services)

NHS services supporting children and young people with mental health needs.

Designated Teacher for Looked After Children

A statutory role in schools to promote the educational achievement of children in care, who may also have SEND.

SENCO (Special Educational Needs Coordinator) / SENDCO (Special Educational Needs and Disabilities Coordinator)

The staff member responsible for overseeing SEND provision in a school, ensuring appropriate support and liaison with families and professionals.

Disclosure and Barring Service (DBS)

A background check required for adults working with children, including those supporting SEND pupils.

English as an Additional Language (EAL)

Refers to pupils whose first language is not English. While not a SEND category, EAL learners may need tailored support.

Age Weighted Pupil Unit (AWPU)

The basic funding allocated per pupil, which can be supplemented for those with SEND.

Children and Families Act 2014

The legislation that reformed SEND provision in England, introducing EHCPs and the 0–25 framework.

Neurodiversity

A term acknowledging the natural variation in human brain function and behaviour, including autism, ADHD, and dyslexia.

Appendix B: Contact Information for External Agencies

GLOBAL works with children from different local authorities within Greater Manchester, within this appendix you will find all the relevant authority LADO numbers of other useful contacts and information.

Global DSL & DDSL Contact Details

Role/Organisation	Name	Contact Details
Chief Executive Officer and Designated Safeguarding Lead for Global Make-up Academy Ltd. Manchester	Victoria Farrelly	Victorlaf@globalmakeupacademy.co.uk 0161 203 5333 07888875557
SENDCO and Designated Safeguarding Lead for Global Make up Academy Ltd. Manchester	Leila Magee	leilam@globalmakeupacademy.co.uk 07950768601
ITR, Tutor and Deputy Designated Safeguarding Lead for Global Make up Academy Ltd. Manchester	Yvette Twist	yvette@globalmakeupacademy.co.uk
Tutor and Deputy Designated Safeguarding Lead for Global Make up Academy Ltd. Manchester	Georgia Matthews	georgiam@globalmakeupacademy.co.uk

Greater Manchester Local Authority (LADO) Contact Details

Role/Organisation	Name	Contact Details
Local Authority Designated Officer (LADO) Salford	TBC	0161 603 4350
Local Authority Designated Officer	Ged Sweeney	Quality.assurance@manchester.gov.uk

(LADO) Harpurhey		0161 234 1214
Local Authority Designated Officer (LADO) Trafford	Chris Riley	07786117834

Role/Organisation	Contact Details	Out of Office Contact Details
The Salford Bridge Partnership	01616034500	<u>Emergency Duty Team</u> 0161 794 8888
Missing From Home Tel	0161 603 4500	
Emergency Duty Team	0161 793 8888	
Greater Manchester Police	101/999 *Immediate Concern*	N/A
Salford Safeguarding Unit	0161 603 4350	
Manchester Children Services	0161 234 5001	

Salford Safeguarding Children Partnership (SSCP) Annual Report

The most recent version of the report can be downloaded from the following web address: <https://safeguardingchildren.salford.gov.uk/about-the-partnership/annual-report/>

This can be downloaded both in full, and as a summarised version.

Reviewed by	Compliance & Quality Assurance Administrator
Reviewed	Annually, before start of a new academic year
Last Review	14/10/2025
Review Date	30/08/2026

Reviewed: Signed: B Levy..... **Date:** 14/10/25

Benjamin Levy

Compliance & Quality Assurance Administrator