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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

1. Introduction

BEET Language Centre is committed to providing inclusive, equitable learning opportunities for all learners, including those with Special Educational Needs and Disabilities (SEND). This policy aligns with current UK legal duties — including the **Equality Act 2010**, the **Children and Families Act 2014**, and the emerging **2026 SEND Reform framework** — ensuring that our provision meets the expectations of a high-quality, accredited English language provider.
This revision reflects the government's 2026 reforms aimed at strengthening early intervention, improving access to specialists, and embedding inclusive practice in all educational settings.

2. Legislative and Regulatory Framework

BEET Language Centre complies with the following key legislation and guidance:

2.1 Equality Act 2010

- Requires education providers to make **reasonable adjustments** to avoid placing disabled learners at a substantial disadvantage.
- Adjustments may include auxiliary aids, modified materials, additional support, or changes to teaching practice.
- Providers must prevent discrimination, harassment, or victimisation of disabled learners.

2.2 Children and Families Act 2014

Although BEET is an adult and international language centre (not a school issuing EHCPs), this Act influences best practice by emphasising early identification, coordinated support, and regular review of learners' needs.

2.3 SEND Code of Practice (0–25)

Guides education providers in the "Assess–Plan–Do–Review" graduated approach, referenced again in the 2026 reforms.

2.4 British Council Accreditation UK Standards

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As a British Council accredited centre, BEET Language Centre is expected to provide accessible learning, evidence of effective safeguarding, high-quality support for learners with additional needs, and staff awareness of SEND-related responsibilities. [britishcouncil.org]

3. Alignment with 2026 SEND Reforms

The 2026 Schools White Paper and associated reforms introduce:

- Expansion of trained specialists (e.g., speech & language therapists, educational psychologists) through regional "Experts at Hand" support hubs.
- Renewed emphasis on workforce training and adaptive teaching to meet diverse needs.

While BEET is not a UK compulsory-education school, we adopt the spirit of these reforms to ensure early support, professional development, and inclusive, adaptable instruction.

4. Identification of SEND

Learners' needs may be identified through:

- Enrolment forms and self-disclosure
- Initial placement tests
- Teacher observations
- Parent/carer or agent information
- External professional reports

In line with current SEND guidance, identification is not dependent on a formal diagnosis — barriers to participation are addressed proactively. This principle is emphasised in national SEND reform consultations.

5. Support and Reasonable Adjustments

BEET Language Centre provides tailored support based on individual needs and current legal expectations. Adjustments may include:

5.1 Teaching Adjustments

- Differentiated materials

- Extra processing time
- Visual/written scaffolding
- Adaptive teaching styles promoted by 2026 reform strategies

5.2 Environmental Adjustments

- Quiet spaces
- Seating adjustments
- Accessibility planning based on Equality Act duties (e.g., avoiding substantial disadvantage).

5.3 Assistive Aids

- Audio support tools
- Coloured paper/overlays
- Enlarged print materials
- Access to recording tools if needed (recommended in inclusive education modelling).

5.4 Specialist Support

Where necessary — and with consent — BEET signposts or liaises with:

- Speech and Language Therapists
- Educational Psychologists
- Mental health professionals
  This aligns with 2026 recommendations for integrated, community-based specialist access.

6. Staff Training and Professional Development

BEET Language Centre is committed to:

- Ongoing teacher training in inclusive ELT practice
- Awareness of SEND categories and strategies
- Using current national reform frameworks to promote adaptive, learner-centred teaching
  This addresses national concerns about lack of initial SEND training for education professionals.

7. Accessibility and Physical Environment

While language centres are not subject to school building regulations, BEET aligns with:

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- Accessibility expectations under the Equality Act
- Good practice in sensory-friendly learning spaces (e.g., acoustics, lighting) recommended in SEND environment design guidance.

8. Monitoring and Review

Support plans are reviewed using a graduated "Assess–Plan–Do–Review" cycle referenced in the 2026 framework.
Reviews consider:

- Teacher feedback
- Learner self-evaluations
- Attendance/engagement
- External reports

9. Complaints Procedure

SEND-related concerns follow BEET's standard complaints pathway:

1. Class teacher
2. SEND Lead
3. Academic Manager
4. Principal
   British Council accreditation expects centres to have a clear, accessible complaints process, monitored for fairness and quality.

10. Policy Review Cycle

This policy will be reviewed **annually**, or earlier if legislation or British Council requirements change.

Policy reviewed: March 2026 – Accommodation and Welfare Manager

Next review due: March 2027

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