



SPECIAL EDUCATIONAL NEEDS POLICY

Our sessions will all take place with child-centred learning at its heart. Children, young people and adults will be able to lead their own learning at their chosen pace with resources, tools and equipment offered that are tailored to individual needs to support their physical, behavioural, social and / or emotional growth. As sessions develop, a sense of community is nurtured where children and young people feel valued and respected.

We welcome children with special needs. Our staff have a range of experiences to support young people who are neurodiverse and those with social and emotional mental health needs. They will consult with all carers, the school and other agencies to make any changes or adaptations to our sessions to meet the individual's specific needs.

We adopt a therapeutic approach to our Forest School provision with hands-on experiential opportunities and skills integrated into sessions to help all learners access provision. Our lead practitioners are trained in therapeutic practice.

All our [Alternative Provision](#) programmes are delivered under the supervision of our Certified Outdoor Mental Health Practitioner – Rach. A member of the Therapy Adventure Outdoor Therapy Clinical Supervision Group – our team has access to a therapeutic multi-disciplinary team, including Occupational Therapists, Psychologists, Counsellors, and Outdoor Mental Health Practitioners, enabling opportunities to draw on for support, insights and reflection for all our young people accessing our Therapeutic programmes.

Children who require a one-to-one worker within the educational establishment would be expected to have their carer accompany them on school sessions both at Shield Tree Wood or at their school setting. They would not be counted within staffing ratios.

We aim to have regard to the DFES Code of Practice for Special Educational Needs and also the provisions of the Disability Discrimination Act 2005 (as amended by the Special Educational Needs Act of 2014).

We have a zero-tolerance approach to discrimination and ensure that children access a safe and secure learning environment.

