# IWYS
# ALTERNATIVE PROVISION
## Special Educational Needs and Disabilities (SEND) Policy

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| **Policy owner** | **IWYS Alternative Provision** |
| **Approved by** | [Manager / Proprietor - Charmaine Baines |
| **Date approved** | October 2026 |
| **Review date** | September 2027 |

# 1. Policy Statement

IWYS Alternative Provision is committed to ensuring that all children and young people, including those with Special Educational Needs and Disabilities (SEND), receive an appropriate, inclusive and personalised education that enables them to achieve their potential.

We recognise that pupils accessing alternative provision may have experienced disrupted education, school anxiety, exclusion, emotionally based school avoidance, social, emotional and mental health (SEMH) difficulties, adverse childhood experiences or other barriers to learning. Some pupils may have diagnosed SEND, while others may have unidentified or emerging needs.

IWYS aims to provide a safe, supportive and structured learning environment in which pupils are understood as individuals, their strengths are recognised, and barriers to learning are identified and addressed.

We are committed to working in partnership with pupils, parents and carers, commissioning schools, local authorities and relevant professionals to improve educational outcomes, emotional wellbeing, independence and preparation for adulthood.

## 2. Purpose of the Policy

This policy sets out how IWYS Alternative Provision will identify, assess and support pupils with SEND.

- Identify additional needs as early as possible.
- Provide appropriate and individualised support.
- Promote inclusion, equality of opportunity and accessibility.
- Support pupils' academic, social, emotional and personal development.
- Ensure pupils and their families are involved in decisions about their education.
- Work collaboratively with schools, local authorities and external professionals.
- Monitor progress and review the effectiveness of support.
- Support successful transitions into further education, training, employment or suitable mainstream or specialist provision.

## 3. Legislative and Guidance Framework

IWYS will have regard to relevant legislation and guidance, as applicable to its status and contractual responsibilities, including:

- Children and Families Act 2014.
- Equality Act 2010.
- Children Act 1989 and Children Act 2004.
- Education Act 1996.
- Special Educational Needs and Disability Code of Practice: 0 to 25 years.
- Department for Education statutory guidance on Alternative Provision.
- Keeping Children Safe in Education, where applicable.
- Relevant safeguarding, information-sharing and data-protection requirements.

The policy should be read alongside IWYS's safeguarding and child protection, behaviour, attendance, equality, complaints, health and safety and accessibility arrangements.

Official guidance:

- SEND Code of Practice: 0 to 25 — https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- SEND guidance for schools and alternative provision — https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings
- Alternative Provision statutory guidance — https://www.gov.uk/government/publications/alternative-provision

# 4. Definition of SEND

A child or young person has special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream education.

SEND may affect one or more of the following areas:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health.
4. Sensory and/or physical needs.

A pupil does not need a formal diagnosis or an Education, Health and Care (EHC) plan before their needs can be considered and appropriate support can begin.

IWYS recognises that behaviour, attendance difficulties, withdrawal, distress or disengagement may indicate unmet needs. These behaviours will be explored sensitively rather than automatically being treated as evidence of unwillingness to learn.

# 5. Principles of SEND Support

- Person-centred practice: pupils are recognised as individuals with different strengths, interests and aspirations.
- High expectations: pupils are encouraged to make meaningful progress regardless of their starting point.
- Inclusion: pupils are supported to participate in learning and activities as fully as reasonably possible.
- Early identification: emerging needs are identified and responded to promptly.
- Pupil voice: pupils are encouraged to express their views and take part in decisions affecting them.
- Family partnership: parents and carers are treated as partners in planning and reviewing support.
- Individualised provision: teaching, resources, routines and interventions are adapted to meet identified needs.
- Safeguarding: the welfare and safety of pupils remain central to all decisions.
- Preparation for adulthood: pupils develop confidence, independence, life skills and realistic future aspirations.

# 6. Roles and Responsibilities

## 6.1 The Proprietor / Senior Leadership Team

The proprietor or senior leadership team will:

- Ensure appropriate systems are in place to identify and support SEND.
- Allocate responsibilities for SEND leadership and oversight.
- Ensure staff understand their responsibilities.
- Promote inclusive practice and reasonable adjustments.
- Ensure relevant policies and procedures are implemented and reviewed.
- Monitor the quality and impact of SEND provision.
- Work with commissioning schools and local authorities to clarify responsibilities.

## 6.2 Designated SEND Lead

The designated SEND lead will:

- Coordinate the identification and review of pupils' additional needs.
- Maintain appropriate SEND records and support plans.
- Liaise with parents, carers, commissioning schools and external professionals.
- Advise staff on strategies, differentiation and reasonable adjustments.
- Monitor pupil progress and the effectiveness of interventions.
- Support the implementation of EHC plans and other agreed provision.
- Contribute to referrals for specialist assessment or support where appropriate.
- Ensure relevant information is shared lawfully and securely.

Where IWYS is not legally required to appoint a qualified SENCO, it will designate an appropriate member of staff to coordinate SEND provision. Any applicable statutory requirements will be followed.

### 6.3 Teachers, Tutors and Support Staff

All staff will:

- Take responsibility for the progress and participation of pupils they support.
- Follow agreed strategies and individual support plans.
- Adapt teaching and communication to pupils' needs.
- Build positive, respectful relationships.
- Record and report relevant concerns or changes in presentation.
- Follow safeguarding and information-sharing procedures.
- Participate in training and professional development relevant to their role.

### 6.4 Parents and Carers

Parents and carers will be encouraged to share relevant information about their child's strengths, needs and circumstances; contribute to support plans and reviews; communicate concerns and changes in need; and participate in discussions about progress, attendance and future planning.

### 6.5 Pupils

Pupils will be supported to share their views about learning and support, identify strengths and goals, understand targets in an age-appropriate way, contribute to decisions about helpful strategies, and develop self-advocacy and independence.

## 7. Admission, Referral and Initial Assessment

At referral or admission, IWYS will seek relevant information from the commissioning school, local authority, parent or carer and other appropriate professionals.

Where available and relevant, this may include:

- Previous school reports and assessment information.
- SEND support plans and individual learning plans.
- EHC plans and annual review information.
- Educational psychology or specialist assessment reports.
- Information about communication, sensory, medical or accessibility needs.
- Safeguarding and risk-management information shared through appropriate channels.
- Attendance, engagement and progress records.
- Information about successful strategies, interests and aspirations.

An initial assessment will consider the pupil's academic starting point, communication, social and emotional needs, barriers to engagement, independence and any adjustments required.

Where information is incomplete, IWYS will work with the relevant parties to obtain it. Support will not be unnecessarily delayed while waiting for a formal diagnosis.

Any admission or placement decision will take account of the pupil's needs, the suitability of the proposed provision, safeguarding considerations and the responsibilities of the commissioning body.

## 8. The Graduated Approach: Assess, Plan, Do, Review

### Assess

Staff will gather and review information about the pupil's needs, strengths, learning and progress. The pupil and their parent or carer will be involved, alongside relevant professionals.

### Plan

Staff will agree suitable outcomes, support strategies and adjustments. These may be recorded in an individual learning plan or SEND support plan. Responsibilities and review dates will be identified.

### Do

The agreed support will be implemented. Staff will use appropriate teaching approaches, learning resources, routines and interventions.

### Review

Progress and the impact of support will be reviewed at agreed intervals. The pupil and parent or carer will be involved as appropriate. Strategies will be continued, adapted or replaced according to the evidence.

Where a pupil is not making expected progress, IWYS will consider whether further assessment, specialist advice or a review of the placement is needed.

## 9. Types of Support and Reasonable Adjustments

Support will be matched to individual needs and the nature of the provision. Depending on assessment and available expertise, this may include:

- Small-group or individual teaching.
- Adapted learning materials and differentiated tasks.
- Clear instructions, visual prompts and structured routines.
- Chunking tasks into manageable steps.
- Additional processing time.
- Regular check-ins and supportive feedback.
- Movement breaks and planned opportunities for regulation.
- Access to a quieter workspace where appropriate.
- Support with organisation, planning and task completion.
- Assistive technology or alternative methods of recording work.
- Adaptations to communication, environment or timetable where appropriate.
- A personalised reintegration or transition plan.
- Liaison with relevant specialist services.

Reasonable adjustments will be considered for disabled pupils in accordance with applicable legal duties. Adjustments will be reviewed to ensure they remain appropriate and effective.

Any intervention will be proportionate, purposeful and reviewed for impact. IWYS will not assume that the same strategy works for every pupil with a similar diagnosis.

# 10. Supporting Different Areas of Need

## 10.1 Communication and Interaction

For pupils with speech, language and communication needs or autistic spectrum needs, support may include:

- Clear, direct and accessible language.
- Visual timetables and advance notice of changes.
- Additional processing time.
- Explicit teaching of routines and expectations.
- Support with social communication and interaction.
- Consideration of sensory needs and environmental demands.

## 10.2 Cognition and Learning

For pupils with specific learning difficulties or broader learning needs, support may include:

- Assessment of current attainment and learning gaps.
- Tasks broken into manageable stages.
- Repeated explanations and opportunities to practise.
- Accessible resources and alternative recording methods.
- Individualised targets and regular feedback.
- Appropriate literacy, numeracy and study-skills support.

## 10.3 Social, Emotional and Mental Health

For pupils experiencing anxiety, emotional dysregulation, trauma-related difficulties or other SEMH needs, support may include:

- Predictable routines and consistent boundaries.
- Positive relationships with trusted adults.
- Clear and achievable expectations.
- Support to recognise emotions and develop coping strategies.
- Planned regulation breaks and access to an agreed safe space where appropriate.
- Restorative conversations and support following incidents.
- Liaison with parents, carers and relevant professionals.

## 10.4 Sensory and Physical Needs

For pupils with sensory impairments, physical disabilities or other access needs, support may include:

- Appropriate adaptations to the learning environment.
- Accessible resources and equipment.
- Consideration of lighting, noise and sensory stimulation.
- Adapted activities and practical tasks.
- Additional support with mobility or access where appropriate.
- Liaison with health professionals and specialist services when needed.

IWYS recognises that emotional distress may affect learning and attendance. Staff will respond calmly, respectfully and in accordance with safeguarding, behaviour and risk-management procedures.

# 11. Education, Health and Care Plans

Where a pupil has an EHC plan, IWYS will obtain and consider the relevant plan and work with the commissioning school or local authority to understand the provision required.

IWYS will:

- Use the plan to inform learning and support arrangements.
- Implement the provision that falls within its agreed role and responsibilities.
- Communicate concerns about unmet needs or difficulties delivering provision.
- Contribute relevant information to annual reviews and other planning meetings.
- Work collaboratively with the responsible school or local authority to support outcomes and appropriate next steps.

An EHC plan does not remove the need for regular assessment and review. Equally, the absence of an EHC plan does not prevent a pupil from receiving appropriate support.

Where a pupil may require an EHC needs assessment, IWYS will discuss concerns with the commissioning school, parent or carer and relevant local authority, as appropriate.

# 12. Social, Emotional and Behavioural Support

IWYS recognises that behaviour can communicate unmet needs, distress, anxiety, frustration or difficulties with self-regulation.

Staff will use consistent, respectful and proportionate approaches that promote safety, positive relationships and learning.

Where required, an individual behaviour support or risk-management plan will identify:

- Known triggers and early warning signs.
- Strategies that help the pupil remain regulated.
- Approaches to de-escalation.
- Support and communication arrangements.
- Steps to take if risk increases.
- Procedures for recording and reviewing incidents.

Behaviour support will take account of SEND, disability and other relevant circumstances. Any restrictive intervention must comply with applicable law, guidance, training and organisational procedures; it must never be used as punishment.

Safeguarding concerns, including concerns about exploitation, abuse, self-harm or significant deterioration in wellbeing, will be managed through the safeguarding policy and relevant referral pathways.

# 13. Attendance, Engagement and Reintegration

IWYS will seek to understand the reasons behind poor attendance or disengagement and work collaboratively to address barriers.

- Regular communication with parents, carers and commissioning schools.
- Individual attendance and engagement targets.
- A gradual or adapted timetable where appropriate and agreed.
- Strategies to reduce anxiety and improve the pupil's sense of safety.
- Regular review of attendance, participation and progress.

Where reintegration into mainstream education, specialist provision or another suitable placement is an intended outcome, planning will begin as appropriate and involve the pupil, family, commissioning school and relevant professionals.

Reintegration will be planned around the pupil's needs, progress and circumstances rather than treated as a one-size-fits-all process.

## 14. Partnership with Parents, Schools and External Agencies

IWYS recognises that effective SEND support depends on good communication and partnership working.

With appropriate consent or another lawful basis for sharing information, IWYS may work with:

- Parents and carers.
- Commissioning schools and local authorities.
- Educational psychologists.
- Speech and language therapists.
- Occupational therapists.
- Health and mental health services.
- Social care and early help services.
- Other relevant specialist professionals.

Information will be shared proportionately and securely, with safeguarding and legal duties taking precedence where applicable.

Where there is disagreement about provision or progress, IWYS will seek constructive discussion and identify appropriate routes for escalation through the commissioning school, local authority or relevant complaints process.

## 15. Staff Training and Development

IWYS will identify staff training needs to support effective and safe SEND practice. Relevant training may include:

- SEND awareness and the graduated approach.
- Autism and communication needs.
- SEMH and emotional regulation.
- Trauma-informed and relationship-based practice.
- Dyslexia and other learning difficulties.
- Safeguarding and child protection.
- Equality, disability awareness and reasonable adjustments.
- Positive behaviour support and de-escalation.
- Supporting pupils with medical, sensory or physical needs.

Training requirements will reflect staff responsibilities, the needs of pupils and the nature of the provision.

## 16. Monitoring, Recording and Evaluation

IWYS will monitor the effectiveness of SEND support through appropriate records and review processes. These may include:

- Initial assessments and baseline information.
- Individual learning and SEND support plans.
- Pupil progress and achievement.
- Attendance and engagement records.
- Records of interventions and reviews.
- Pupil and parent or carer feedback.
- Relevant incident and safeguarding records.
- Feedback from commissioning schools and professionals.

Information will be used to identify successful strategies, gaps in provision and areas for improvement. Records will be managed in accordance with data-protection requirements and organisational procedures.

## 17. Complaints and Concerns

Parents, carers and pupils are encouraged to raise concerns about SEND provision as early as possible.

Concerns should normally be discussed first with the member of staff responsible for the pupil or the designated SEND lead. If the concern is not resolved, it may be escalated to the manager or proprietor in accordance with the IWYS complaints procedure.

Where a concern relates to an EHC plan, statutory assessment or the responsibilities of a commissioning school or local authority, the relevant statutory or local complaints and dispute-resolution arrangements may also apply.

No pupil or family will be disadvantaged for raising a concern in good faith.

## 18. Confidentiality and Data Protection

IWYS will maintain appropriate confidentiality when handling information about pupils and their families. Personal information will be:

- Collected and used for legitimate educational, safeguarding and operational purposes.
- Accessed only by people who need it for their role.
- Stored and shared securely.
- Shared with appropriate parties where necessary and lawful.
- Retained and disposed of in accordance with applicable requirements.

Confidentiality will not prevent staff from sharing information when necessary to protect a child or meet a legal duty.

## 19. Accessibility and Equality

IWYS is committed to reducing barriers to participation and ensuring that pupils with SEND are treated fairly and with dignity.

The provision will consider accessibility in relation to teaching, communication, the physical environment, activities and participation.

Discrimination, harassment and victimisation will not be tolerated. Reasonable adjustments will be considered in accordance with applicable duties, and pupils will be supported to participate as fully as possible in the educational opportunities available to them.

## 20. Policy Review

This policy will be reviewed annually, or earlier where there are changes in legislation, statutory guidance, the nature of IWYS's provision or identified areas for improvement.

The review will consider feedback from pupils, parents and carers, staff, commissioning schools and relevant professionals.

Next review date: [Insert date]

## Appendix A: Individual SEND Support Plan Template

**Pupil name:** _____

**Date of birth:** _____

**Commissioning school / local authority:** _____

**Date of plan:** _____

**Review date:** _____

**SEND lead / key worker:** _____

## Pupil strengths, interests and aspirations

[Record the pupil's strengths, interests, preferred learning approaches and goals.]

## Identified needs and barriers to learning

[Record known needs, assessment findings and barriers to participation.]

## Pupil and family views

[Record the pupil's views and relevant parent/carer contributions.]

## Intended outcomes and support

| Outcome | Support and strategies | Responsible person | Review evidence |
|---|---|---|---|
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| | | | |
| | | | |

## Reasonable adjustments

[Record agreed adjustments to communication, environment, resources, timetable or activities.]

## Safeguarding or risk considerations

[Record relevant arrangements and refer to the appropriate safeguarding or risk-management documentation.]

## Review of progress

[Record progress, pupil and family feedback, what has worked and any changes required.]

## Agreed next steps

[Record actions, responsible people and timescales.]

**Pupil contribution:** _____

**Parent/carer contribution, where appropriate:** _____

**Staff member:** _____