



**CReATIVE** Education Provision

# IWYS Alternative Provision SEND POLICY

<b>Reviewed</b>	January 2025
<b>Authorised</b>	Charmaine Baines/Proprietor
<b>Next Review</b>	January 2026

# **IWYS Alternative Provision** **Special Educational Needs and Disabilities** **(SEND) Policy**

## **1. Introduction**

At IWYS Alternative Provision, we are committed to providing an inclusive education that meets the needs of all our students. We recognize that each student has unique learning needs, and we strive to ensure that all students, regardless of their abilities or disabilities, are given the support they need to achieve their full potential. This policy and information report is based on the statutory guidance from:

[SEND: guide for schools and alternative provision settings - GOV.UK](#)

[SEND code of practice: 0 to 25 years - GOV.UK](#)

## **2. Aims and Objectives**

- To identify and assess students with SEND as early as possible.
- To provide tailored support to meet the individual needs of students with SEND.
- To ensure that students with SEND have full access to a broad and balanced curriculum.
- To work collaboratively with parents, carers, and external agencies to support students with SEND.
- To promote an inclusive school culture that values diversity and difference.

## **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- They have a learning difficulty or disability if they have
- a significantly greater difficulty in learning than most others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is education or training provision that is additional to, or different from that made generally for other children or young people of the same age by mainstream schools.

### **3.1 The Kinds of SEN That are Provided For**

- Social, emotional, and mental health difficulties (SEMH), for example, attention deficit hyperactivity disorder (ADHD), acute anxiety, depression
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Sensory and/or physical need, for example, long-term health needs, visual impairments, hearing impairments, physical impairments, processing difficulties, epilepsy

#### 4. Identification and Assessment of SEND

- Prior to induction, we request via the referral process, information regarding the student's abilities or disabilities, to ensure they are given the support they need to achieve their full potential.
- We understand early identification of students with SEND is crucial. We use a range of learning tools and observations to identify students who may require additional support.
- We will update any further finding and information to the student's individual education plan (IEP)

#### 5. Provision for Students with SEND

- We provide a variety of interventions and support mechanisms, including one-to-one support, small group work, and specialised teaching resources to create a SEND action plan.
- Regular reviews of student progress are conducted to ensure that interventions are effective and adapted as necessary.

#### 6. Roles and Responsibilities

- **Proprietor:** Overall responsibility for SEND policy implementation and coordinates support for students with SEND. The Head of Provision allocate a budget for facilities, equipment, resources, and training
- **Teaching Staff:** Responsible for differentiating instruction to meet the needs of students with SEND within their classrooms.

#### 7. Partnership with Parents and Carers

- We believe that collaboration with parents and carers is vital. We will keep them informed of their child's progress and involve them in decision-making processes.

#### 8. Working with External Agencies

- We work closely with external specialists and agencies to provide additional support for students with SEND, such as educational psychologists, speech and language therapists, and occupational therapists.

#### 9. Monitoring and Review

- The SEND policy is reviewed annually to ensure it meets the needs of all students and complies with current legislation.
- Evaluating the effectiveness of SEN provision
- Reviewing pupils' individual progress towards their outcomes
- Reviewing the impact of interventions after one term or as and when the need arises e.g. emergency review

## 10. Complaints Procedure

If parents or carers have concerns about SEND provision, they should first contact the Proprietor – Charmaine Baines. If the issue is not resolved, it can be escalated by contacting:

### Who to contact

#### Contact Name

SEND Services

#### Telephone

01782 232538

E-mail [SEND@stoke.gov.uk](mailto:SEND@stoke.gov.uk)

Secondary E-mail [SEND@stoke.gov.uk](mailto:SEND@stoke.gov.uk)

[http://www.stoke.gov.uk/SEND Services](http://www.stoke.gov.uk/SEND%20Services)

### SEND Services

Hazel Trees

Duke Street

Fenton

Stoke-on-Trent

Staffordshire

ST4 3NR

## 10. Legislation and guidance

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

### In addition to the above-

- I.W.Y.S. Altrnative Provision has an 'Open Door' policy therefore parents/carers are able to contact us at any time during school hours if a member of staff is available
- Informal talks may take place with the Proprietor/Teaching Staff

Before any child moves to our provision we try and find out as much about them as possible to help them settle in quickly.

Once staff know the pupils SEN need, they will meet with school/ parents to decide on the desired outcomes that are being worked towards. This will be discussed at the I.W.Y.S. Alternative Provision referral meeting to draw up an Individual Support (ISP) plan to meet the child's needs. The details of this plan will be shared with parents/carers and relevant agencies

If appropriate a brief profile can be written up and distributed, to communicate to all staff exactly how to help the child and explain what they are working on and what their behavioural needs are.

I.W.Y.S. Alternative Provision will have an early discussion with the pupil and their parents/carer when identifying whether they need additional special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- I.W.Y.S. Alternative Provision considers the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- IWYS will always seek support from external support services, if relevant
- I.W.Y.S. Alternative Provision has a zero-tolerance approach to bullying

## **11. Supporting pupils moving between phases and preparing for adulthood**

- I.W.Y.S. Alternative Provision will share information with the school, college, or other setting the pupil is moving to by using some or all of the following
- I.W.Y.S. Alternative Provision will agree with parents and pupils which information will be shared as part of this process.

### **11.1 Adaptations to the curriculum and learning environment**

I.W.Y.S. Alternative Provision makes the following adaptations to ensure all pupils' needs are met:

- Adapting the timetables
- Adapting the curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, reader pens, coloured overlays, visual timetables, larger font, etc.
- Differentiating teaching, e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **11.2 Enabling pupils with SEN to engage in activities**

All the extra-curricular activities and visits are available to all I.W.Y.S. Alternative Provision Pupils. Pupils are encouraged to achieve the behaviour, progress, and achievement criteria necessary for them to participate in day trips e.g. Universities, end of term rewards. All pupils are encouraged to take part in enrichment activities/exhibitions/ plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. However, Safeguarding and Health and Safety are paramount, and risk assessments are a priority. I.W.Y.S. Alternative Provision has a zero-tolerance approach to bullying

If a pupil has a physical disability I.W.Y.S. Alternative Provision will take all measures necessary to enable the individual to access the whole on-site curriculum and any extracurricular activities.

Where necessary, if a pupil refuses to follow medical advice, I.W.Y.S. Alternative Provision will work with the parents/carers to ensure the pupil is safe and able to access the provision and any subsequent trips and visits.

### **More Information**

A child's parent or a young person aged 16-24, can request an Education, Health and Care Assessment. You can send your request to SENDMAS.

The contact details for SENDMAS are:

SENDMAS – People's Directorate  
Stoke-on-Trent-Council  
Civic Centre Floor 2  
Glebe Street  
Stoke-on-Trent  
ST4 1HH

[Special educational needs and disabilities | Special educational needs and disabilities | Stoke-on-Trent](#)

Alternatively, SENDMAS can be contacted via email at [SENMAS@stoke.gov.uk](mailto:SENMAS@stoke.gov.uk)

SEN Monitoring and Assessment  
Telephone: 01782 231863  
Email: [SENMAS@stoke.gov.uk](mailto:SENMAS@stoke.gov.uk)

The Staffordshire Safeguarding board can be contacted by following the link: [Home - Staffordshire Safeguarding Children Board \(staffsscb.org.uk\)](https://www.staffsscb.org.uk)

The Stoke Safeguarding board can be contacted by following the link;

<http://www.safeguardingchildren.stoke.gov.uk/ccm/portal>

### **12 - Links with other policies and documents**

This policy links to policies on:

- [iwys-anti-bullying-policy.pdf](#)
- [iwys-curriculum-policy.pdf](#)
- [iwys.co.uk/wp-content/uploads/2025/01/iwys-student-voice-policy.pdf](#)
- [iwys-teaching\\_and-learning-policy.pdf](#)
- [IWYS-Behaviour-Policy.pdf](#)
- [I.W.Y.S. Safeguarding Policy 2021](#)