



The right support, at the right time

Special Educational Needs and Disabilities (SEND) Policy

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This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in the Leading Futures Alternative Provision.

Leading Futures Alternative Provision is committed to providing a high-quality education to all learners, including those with Special Educational Needs and Disabilities (SEND). We believe that every learner deserves to have equal access to a meaningful and engaging curriculum, tailored to meet their individual needs and aspirations. Educational provision should enable learners to:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Our Mission, Vision, and Values

At Leading Futures Alternative Provision, our mission is to provide, '*the right support, at the right time*'. We are committed to achieving our mission through our vision and values.

Our vision is to create an environment where:

- Learners feel safe and secure
- Learners are engaged and enjoy learning
- Learners experience success with their learning
- Learners and staff model exemplary attitudes and behaviour
- Pastoral care is at the heart of productive learning
- Positive relationships are made with the provision, the local area and wider communities

Our vision is built around three core values: **Aspire, Belong, Connect (ABC)**.

Aspire for Excellence
Belong to a Community
Connect to Thrive

We are committed to creating a culture where learners *aspire for excellence* in all that they do. Learners are motivated to achieve their best, both academically and personally. This is achieved by raising learner aspiration, broadening their horizons, and increasing their resilience and self-confidence.

We strive to ensure all learners feel that they *belong to a community* when working with Leading Futures. Their sense of belonging will derive from our inclusive culture, where learners feel valued and cared for. This value highlights the role of teamwork and relationships in educational experiences.

We always promote good relationships to build a community which values kindness, care, good humour, good temper, and empathy for others. Our nurturing environment will provide learners with the opportunity to *connect to thrive*, both within and outside of the provision. We support learners to develop skills that enable them to thrive in a global society. This could involve collaboration, communication, and the use of technology to foster connections.

Together, these values create a holistic approach to education, emphasising personal growth, community involvement, and the pursuit of excellence.

Our SEND policy aims to achieve our mission, support a vision and reflect our values by:

- Ensuring that a learner's Special Educational Needs are identified early and that they receive the support they need to thrive academically, socially, and emotionally.
- Providing a person-centred approach, where the voices of learners, parents, and carers are integral to the decision-making process.
- Fostering an inclusive environment that removes barriers to learning, participation, and personal development.
- Promoting high expectations for all learners, regardless of their individual needs.
- Developing a partnership between school staff, external agencies, parents, and carers to support the needs of learners with SEND.
- Complying with the SEND Code of Practice (2015) and relevant national legislation.

Definition of Special Educational Needs and Disabilities (SEND)

The 2015 Special Educational Needs Code of Practice defines SEND as:

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

Four Areas of SEND

At Learning Futures, we have the knowledge and experience to provide for a wide range of Special Educational Needs and Disabilities.

The SEND Code of Practice (2015) groups Special Educational Needs into four broad areas:

Cognition and Learning

Learners who learn at a slower pace than their peers, despite support. Learning difficulties cover a wide range of needs, from moderate to profound. They also include Specific Learning Difficulties (SpLD), such as dyslexia, dyscalculia, and dyspraxia.

Communication and Interaction

Learners with speech, language, and communication needs (SLCN) who have difficulty understanding, communicating, and interacting with others. This could include conditions such as Autism Spectrum Condition (ASC).

Social, Emotional and Mental Health

Learners who have become withdrawn or isolated, and those who display challenging, disruptive or disturbing behaviour. The code states these behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming or physical symptoms that are medically unexplained. Other learners may have disorders such as attention deficit (hyperactive) disorder (ADD/ ADHD), or attachment disorder.

Physical and Sensory

Learners with a disability that prevents or hinders their ability to learn, such as visual or hearing impairment or physical disabilities.

Who is Responsible for SEND?

At Leading Futures, we believe that supporting learners with Special Educational Needs and Disabilities (SEND) is a shared responsibility across all members of staff. Every educator, regardless of role, plays a key part in ensuring that students with SEND are given the appropriate support to succeed.

All staff members are fully aware of the procedures for identifying learners with Special Educational Needs (SEN) and know where to seek guidance if they have concerns regarding a learner's progress or if they require additional support. Our staff are committed to make reasonable adjustments to the curriculum, learning environment, and teaching strategies to meet the individual needs of each learner.

Staff work collaboratively to plan and assess the impact of support and interventions, ensuring that they are effectively linked to classroom teaching. Regular communication with the SENDCo is essential to monitor each learner's progress and development, allowing for informed decisions regarding any necessary adjustments to provision.

We are committed to closely monitoring the progress of all SEND learners, not only in terms of academic achievement but also in their personal and social development. Staff are expected to provide relevant information/reports for review meetings, always adhering to person-centred principles to ensure that the voice of the learner is central to the planning and review process. This collaborative approach ensures that every learner, regardless of their individual needs, receives the support necessary to succeed academically, socially, and emotionally.

Mrs Samantha Webster is the Director of SEND/ SENDCo at Leading Futures Alternative Provision. She is responsible for:

- Working alongside Mrs Emma-Rennie Gibbons (Director of Service) to determine the strategic development of the SEND policy and provision in the school. Both Directors have overall responsibility for the provision and progress of learners with SEND.
- Having day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual learners with SEND, including those with EHC plans.
- Providing professional guidance to colleagues and collaborating with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEN support.
- Evaluating processes and practice to improve outcomes.
- Advising on the deployment of the provision's budget and other resources to meet learners' needs effectively.
- Being a point of contact for external agencies.
- Consulting with potential next providers of education to ensure learners and their parents/ carers are informed about options, and a smooth transition is planned.

- Collaborating with all staff to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensuring the provision keeps the records of all learners up to date.

The SENDCo is contactable during the provision's opening hours (8.30am until 4.00pm). You may email her at s.webster@leadingfutures.uk.

Identifying SEND

At Leading Futures, we recognise the critical importance of early identification and intervention for learners who may be experiencing challenges in accessing the curriculum or in their personal and social development. Left unaddressed, such difficulties can lead to frustration, disengagement from education, or may contribute to emotional and behavioural issues both within the school environment and at home. We are committed to working closely with parents and carers to understand and address any concerns regarding their child's development and progress towards achieving key outcomes. Through ongoing collaboration, we aim to ensure that every learner receives the necessary support to thrive academically, socially, and emotionally.

Within our provision, SEND will be identified as early as possible through:

- Initial assessment upon entry to the provision.
- Ongoing observation and assessment by teachers, teaching assistants, and other professionals.
- Collaboration with parents/carers, home schools and external agencies.
- Monitoring of progress, achievement, and well-being.

Where learners are not making expected progress despite high-quality teaching, additional assessment may be undertaken to identify specific needs and inform further support.

Provision and Support for SEND

Once a SEND is identified, appropriate interventions and support will be provided. These may include:

- Differentiated teaching strategies to cater to a range of learning needs.
- Access to specialised resources, assistive technology, or adapted learning materials.
- Targeted interventions, such as small group work or one-to-one support.
- Emotional and behavioural support, including trusted adult support, wellbeing, and social skills interventions etc.
- Collaboration with external agencies (e.g., Educational Psychologists, Speech and Language Therapists, Occupational Therapists).

The Graduated Approach

We use a graduated approach to SEND support, in line with the SEND Code of Practice, which involves:

- **Wave 1:** High-quality teaching for all learners, with differentiation and universal strategies to meet diverse needs.
- **Wave 2:** Targeted interventions for learners who require additional support beyond the universal provision.
- **Wave 3:** Specialist or individualised support for learners with more complex needs, possibly involving external professionals.

Leading Futures SEND Offer

In line with the graduated approach, we offer our learners the following support within our provision:

Wave 1 – Universal support – needs met through quality first teaching

- Leading Futures Support Plans
- An inclusive learning environment
- Small class sizes
- Careful consideration of seating plans, reflecting on learner needs - learner grouping, sensory triggers etc.
- Clear classroom routines, supported by visual cues
- Aspects of a Structures Teaching approach
- Reward systems
- Multi-sensory teaching that is well structured
- Adapted/ scaffolded curriculum planning, activities, delivery, and outcomes
- Task chunking and the use of task boards
- Extra time for processing and completion of work
- Increased visual aids – times tables, learning mats etc.
- Use of writing frames
- Modelling and WAGOLLS
- Use of timers
- Use of non-verbal methods of communication
- Opportunities for revision and over-learning
- Peer and self-assessment
- Target setting and tracking
- Access to simple assistive devices (Pencil grips, reading rulers, coloured overlays etc.)
- Pastoral support through a trusted adult/ behaviour manager/ family liaison officer
- Daily emotional 'check ins'
- PHSE/ Personal Development Curriculum that explores mental health and wellbeing to develop self-efficacy
- Scheduled sensory breaks
- Fidget toys

Wave 2 – Targeted support – needs met through additional support

- Behaviour Management Plans
- Additional adult support –within the classroom
- Catch up classes, including reading interventions
- Pre-teaching
- Alternative methods of recording ideas
- Use of individual workstations
- An identified quiet and calm space for sensory and emotional regulation needs
- Active teaching of relaxation strategies
- Active teaching of self-regulation
- Use of the Incredible Five Point Scale
- Advanced notice of changes to routine and assessments
- Comic strip conversations/ storyboards
- Tools to minimise/ increase sensory input
- A hybrid learning approach

Wave 3 – Specialist support – needs met through specialist support

- A multi-professional approach/ External agency/ support service referral
- Education, health, and care plan
- Individual healthcare plans
- Specialist equipment – visual/hearing impaired equipment etc.
- Personal Emergency Evacuation Plans
- Individual Learner Risk Assessment
- 1:1 interventions (reading/ literacy/ maths/ ELSA/ Elklan resources)
- An enhanced communication plan with parents/ carers, home school and additional professionals

Outside agency support

- Sensory Inclusion Service
- Inclusion Support Services
- Special School Outreach Service
- CAMHs
- Speech and language support service
- Occupational therapy
- Social care services
- School Nursing Service

Supporting Learners with Medical Needs

At Leading Futures, we are fully committed to ensuring that learners with medical conditions are supported effectively, enabling them to access the full range of educational opportunities, including school trips and physical activities. We recognise that some children and young people with medical conditions may also have a disability. In such cases, the

school will adhere to its obligations under the Equality Act 2010 to ensure they are not disadvantaged.

Additionally, some learners with medical conditions may have Special Educational Needs and Disabilities (SEND) and may be supported by an Education, Health and Care Plan (EHCP). In these cases, the school follows the guidance outlined in the SEND Code of Practice (January 2015) to ensure the learner receives the appropriate support.

For further details, please refer to our 'Supporting Learners With Medical Conditions and Administering Medication Policy'. This policy outlines the procedures and support mechanisms in place to ensure that all learners, regardless of their medical conditions, receive the care and education they need to thrive.

Parent and Carer Engagement

We believe that strong partnerships with parents and carers are vital for the success of learners with SEND. We will:

- Involve parents and carers in the identification, assessment, and planning of support for their child.
- Regularly update parents and carers on their child's progress and any changes to the support provided.
- Encourage open communication and actively seek feedback from families.
- Provide information on external services and support networks available to families.

Staff Training and Development

Leading Futures Alternative Provision is committed to ongoing professional development to ensure that all staff are equipped with the knowledge and skills needed to support learners with SEND. This includes:

- Regular training on best practices in SEND provision and inclusion.
- Providing resources and strategies for supporting learners with a range of SEND.
- Supporting staff by equipping them with strategies to cater for different areas of need, manage challenging behaviours, foster emotional well-being, and promote inclusion.

Monitoring and Reviewing the Effectiveness of SEND Provision

We will continually monitor and review the effectiveness of our SEND provision by:

- Regularly reviewing learners' progress against their Leading Futures Support Plans (LFSPs).
- Using learner-centred principles when holding regular review meetings with stakeholders.

- Collecting feedback from learners, parents/ carers, and staff to evaluate the impact of interventions.
- Completing regular quality assurance checks through learning walks, lesson observations and work scrutinies.
- Reviewing and updating the SEND policy annually to ensure it remains relevant and in line with best practices.
- Ensuring the graduated response model of assess, plan, do, review is followed by all staff.

Complaints and Concerns about SEND Provision

If parents or carers have concerns or complaints regarding the SEND provision we provide, we encourage them to:

- Speak to Mrs Samantha Webster (Director of SEND/ SENDCo) to discuss any concerns.
- If the matter is not resolved, parents/ carers may follow our provision's formal complaints procedure.

Conclusions

Leading Futures Alternative Provision are dedicated to creating an inclusive environment where all learners, including those with SEND, are supported to achieve their full potential. By providing tailored support and fostering strong partnerships with families and external agencies, we aim to ensure that every learner can experience success and develop the skills they need to lead happy and fulfilling lives.

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0-25 (revised January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Teachers' Standards (2022)