



An alternative approach to education

Policy Reviewed:	October 2025
Signed:	<i>VMGillard</i> - Vikki Gillard - Director/Office Manager
Signed:	<i>JBGillard</i> - John Gillard - Director/DSL
Signed:	<i>MHoworth</i> - Moira Howorth - Safeguarding Advisor
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Special Educational Needs and/or Disabilities (SEND) Policy

Contents

Section	Page Number
1. Purpose and scope	2
2. Our Ethos	2
3. Definition of SEND	2
4. Aims	2/3
5. Responsibilities	3
6. Identification and assessment	3
7. Support and provision	4
8. Working with external agencies	4
9. Monitoring and review	4
10. Transition and reintegration	5
11. Staff training	5
12. Further Support	5



An alternative approach to education

1. Purpose and scope

This policy outlines how **The Plan B AP CIC**, an alternative education provider, identifies and supports children and young people with Special Educational Needs and/or Disabilities (SEND).

Although we are not a school, we recognise our duties under:

- The **Children and Families Act 2014**,
- The **SEND Code of Practice (2015)**,
- The **Equality Act 2010**, and
- The **Statutory Guidance for Local Authorities on Alternative Provision (DfE)**.

This policy applies to all pupils placed with us by schools, local authorities, social services, or other commissioning bodies.

2. Our ethos

We believe every young person deserves access to meaningful learning opportunities, regardless of background or need.

Many pupils who attend our provision have experienced disrupted education, exclusion, or social/emotional challenges. Our approach prioritises:

- Individualised support and care,
- Restoring confidence and engagement with learning,
- Building positive relationships, and
- Preparing pupils for successful transition back to school, college, training, or employment.

3. Definition of SEND

A learner has SEND if they have a learning difficulty or disability which requires special educational provision – that is, support different from or additional to what is normally available to others of the same age.

The four broad areas of need (as defined in the SEND Code of Practice) are:

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

4. Aims

We aim to:

- Identify and assess pupils' needs as early as possible,
- Plan and deliver tailored support that enables progress,



An alternative approach to education

- Work closely with commissioners, parents/carers, and professionals,
- Create an inclusive environment where all pupils feel safe, valued, and supported,
- Contribute effectively to Education, Health & Care Plans (EHCPs) where applicable.

5. Responsibilities

5.1 The Senior Leadership / Management Team

- Ensures this policy is implemented and reviewed annually.
- Allocates appropriate resources for SEND support.
- Ensures staff training and compliance with statutory duties.

5.2 The Core Intervention Lead

- Coordinates identification and support for learners with SEND.
- Liaises with referring schools, local authorities, and external professionals.
- Maintains the SEND register and ensures individual support plans are up to date.
- Monitors and reviews progress and provision.

5.3 Staff

- Deliver differentiated and inclusive learning activities.
- Identify concerns early and communicate them to the Core Intervention Lead
- Record progress, support, and outcomes accurately.

5.4 Commissioners and Referrers

- Share relevant SEND and safeguard information when placing pupils.
- Remain responsible for EHCP statutory duties (where applicable).
- Participate in review meetings and joint planning.

6. Identification and assessment

On referral or admission, the following information will be reviewed:

- EHCP (if applicable),
- Previous school reports and assessments,
- Information from parents/carers and agencies,
- Observations and baseline assessments undertaken by our staff.

Where additional or emerging needs are identified, we will carry out appropriate assessments and liaise with the referring body to agree next steps.



An alternative approach to education

7. Support and provision

We use a **graduated approach**: *assess* → *plan* → *do* → *review*.

Support may include:

- Adapted or differentiated teaching,
- 1-to-1 or small group interventions,
- Mentoring or therapeutic input,
- Specialist resources or reasonable adjustments for accessibility,
- Coordination with external services (e.g., speech & language therapy, CAMHS, educational psychology).

All learners receiving SEND support have the following:

- Identified needs and strengths,
- Outcomes and targets via EHCP outcomes and achievement reports
- Strategies and resources via daily timetables
- Named staff responsible on daily timetables
- Review dates.(Termly)

8. Working with external agencies

We collaborate with a range of external partners including:

- Hampshire SEND teams,
- Educational Psychologists,
- CAMHS and mental health practitioners,
- Social Care and Youth Services,
- The Virtual School (for looked-after children).

We ensure that advice from professionals is implemented in our practice and shared with relevant staff.

9. Monitoring and review

Progress is reviewed regularly through:

- Review meetings with the pupil and referrer,
- Evaluation of Individual Support Plans,
- Feedback from staff and parents/carers,
- Outcome tracking (attendance, engagement, academic or vocational progress, behaviour).

Reports and reviews are shared with commissioners and, where relevant, included in EHCP annual reviews.



An alternative approach to education

10. Transition and reintegration

For many pupils, our role is short-term intervention or preparation for transition. We ensure that:

- Transition plans are developed early,
- Information is shared promptly with receiving settings,
- Support strategies and successful approaches are communicated clearly,
- Pupils are prepared for the next stage of education or training.

11. Staff training

We are committed to ongoing professional development in SEND, including:

- Understanding specific needs (e.g., ASD, ADHD, trauma, SEMH),
- Inclusive teaching strategies,
- De-escalation and restorative approaches,
- Safeguarding and the needs of vulnerable learners.

12. FURTHER SUPPORT

Contact details:

Hampshire SENDIASS

[Hampshire SENDIASS - Special Educational Needs Support](#)

Phone: 0808 164 5504

Email: information@hampshiresendiass.co.uk