LIMITLESS ALTERNATIVE PROVISION • STATUTORY POLICY

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

POLICY VERSION	REVIEW DATE	SEND LEAD	DSL	PROPRIETOR
1.0 (Feb 2026)	Annually – Feb 2027	Harriet Ann Fry	Harriet Ann Fry	Dwayne Paul

1. POLICY STATEMENT & 2. AIMS

Limitless Alternative Provision is committed to identifying, assessing, and supporting pupils with SEND and mental health needs; providing equitable access to learning, gym-based activities, and enrichment; and promoting inclusion, dignity, and achievement for all pupils.

Complying with: Children and Families Act 2014, SEND Code of Practice, Equality Act 2010, Keeping Children Safe in Education, and Ofsted inspection expectations.

Aims: Identify pupils' SEND early; provide tailored support and interventions; remove barriers to participation in learning and gym-based activities; collaborate with parents, commissioning schools, and external agencies; ensure all staff understand their responsibilities regarding SEND and SEMH; and monitor and review progress effectively.

3. DEFINITIONS & 4. IDENTIFICATION OF SEND

SEND: A pupil has SEND if they have a learning difficulty or disability which requires special educational provision to be made.

SEMH: Social, Emotional, and Mental Health needs affecting learning, engagement, and behaviour.

Mental Health Needs: May include anxiety, depression, trauma responses, attachment issues, or emerging conditions.

4. Identification of SEND: Identified through referral information from commissioning schools, EHCP documentation, behaviour and attendance data, staff observations, assessments and baseline testing, and parent/carer input and pupil voice. Early identification is essential to provide effective support.

5. GRADUATED APPROACH – ASSESS, PLAN, DO, REVIEW

5.1 Assess

- Identify specific needs using multiple sources of evidence.
- Include safeguarding and SEMH considerations.

5.2 Plan

- Create a personalised support plan & define measurable outcomes.
- Outline strategies for staff, including gym adaptations.

5.3 Do

- Implement interventions and adjustments.
- Monitor and support pupils in daily activities.

5.4 Review

- Evaluate progress regularly & adjust support as required.
- Report findings to parents and commissioning schools.

6. EHCPS

- Support aligns with EHCP outcomes.
- Staff are informed of necessary adjustments.
- Annual reviews are supported in collaboration with commissioning schools.

7. REASONABLE ADJUSTMENTS

In line with the Equality Act 2010:

- Adapted gym activities & smaller group sessions
- Alternative communication methods
- Sensory regulation support & flexible routines

Adjustments are personalised and risk-assessed.

8. MENTAL HEALTH & SEMH

- Key worker / mentoring support
- Structured routines and safe spaces
- Emotional check-ins, regulation & restorative approaches
- Referral to external services (CAMHS, educational psychologists) where needed

Staff are trained to recognise

9. BEHAVIOUR AND SEND

- Behaviour policies are adapted for pupils with SEND.
- Sanctions are proportionate and take individual needs into account.
- Persistent or challenging behaviours are reviewed through SEND plans.

10. SAFEGUARDING

- Pupils with SEND and SEMH may be more vulnerable.
- All safeguarding procedures apply.
- Staff remain vigilant for exploitation, peer-on-peer abuse, or discrimination.

11. STAFF ROLES AND TRAINING

- **SEND Lead:** Oversees identification, support plans, and liaison with external agencies.
- **All staff:** Understand pupil needs, implement support plans, and monitor progress.
- Training includes SEND awareness, SEMH strategies, and de-escalation techniques.

12. WORKING WITH PARENTS AND EXTERNAL AGENCIES

- Regular communication with parents and commissioning schools.
- Collaborative planning and progress reviews.
- Access to external expertise when required (e.g., occupational therapists, speech and language therapists).

13. MONITORING, 14. COMPLAINTS & 15. POLICY REVIEW

- **Monitoring and Evaluation:** SEND Lead monitors progress and provision termly. Behaviour, attendance, and achievement data are analysed. Policy and practice are updated following review, incidents, or inspection feedback.
- **Complaints:** Concerns regarding SEND provision follow the *Complaints Policy*.
- **Policy Review:** Reviewed annually or following changes in legislation, and after significant incidents or Ofsted feedback.

16. COMMITMENT STATEMENT

Limitless Alternative Provision is committed to:

- Inclusive education and support for vulnerable learners
- Safe, effective, and personalised SEND provision
- Collaboration with families, commissioning schools, and external agencies
- Promoting emotional wellbeing, dignity, and achievement for all pupils