LIMITLESS ALTERNATIVE PROVISION • STATUTORY POLICY

SUPPORT FOR CHILDREN WITH SEND AND MENTAL HEALTH NEEDS 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. LEGAL FRAMEWORK

Limitless Alternative Provision is committed to ensuring that children and young people with SEND and mental health needs receive appropriate, tailored and effective support within our gym-based learning environment. Many pupils in AP present with SEMH needs, trauma-related behaviours, learning difficulties, neurodiversity (e.g. ADHD, ASD), and anxiety, depression, or attachment difficulties.

2. Legal Framework: Aligns with *Children and Families Act 2014*, *SEND Code of Practice*, *Equality Act 2010*, *Keeping Children Safe in Education*, and the *Ofsted* inspection framework to identify needs early, make reasonable adjustments, support access to education, and safeguard vulnerable learners.

3. DEFINITIONS, 4. AIMS & 5. IDENTIFICATION

SEND: Learning difficulty or disability calling for special educational provision. **SEMH:** Needs impacting behaviour, emotional regulation and engagement. **Mental Health Needs:** Anxiety disorders, depression, trauma responses, attachment difficulties, self-harm risk or emerging concerns.

4. Aims: Identify SEND early; provide structured, tailored support; remove barriers; promote emotional regulation; support mental wellbeing; enable positive behaviour; work collaboratively with schools and families.

5. Identification: Referral info, EHCPs, behaviour/safeguarding records, baseline assessments, staff observation, parental info, and student voice.

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

6.1 Assess

- Identify specific needs & review referral data.
- Analyse behaviour/attendance patterns & safeguarding context.

6.2 Plan

- Develop a support plan & set measurable outcomes.
- Agree strategies with staff & share with commissioning school.

6.3 Do

- Implement targeted interventions & adjust teaching approaches.
- Provide mentoring support & monitor progress.

6.4 Review

- Hold regular review meetings & update risk assessments.
- Adapt support as necessary.

7. EDUCATION, HEALTH AND CARE PLANS (EHCPS)

- Provision aligns with named outcomes & staff are informed of required adjustments.
- Progress is reviewed in partnership with the commissioning school.
- Annual review processes are supported where required (we contribute to review information rather than amending EHCPs).

8. REASONABLE ADJUSTMENTS (EQUALITY ACT 2010)

Proportionate and risk-assessed adjustments include: flexible session structures, reduced group sizes, adapted gym activities, additional supervision, modified communication strategies, sensory regulation strategies, and alternative tasks where necessary.

9. MENTAL HEALTH SUPPORT

We provide consistent adult relationships, mentoring/key worker support, emotional check-ins, regulation and de-escalation support, structured routines, safe spaces for reflection, and clear expectations.

Where concerns escalate: DSL informed, safeguarding review conducted, external agencies involved, and parents/carers informed. We support access to specialist mental health services.

10. TRAUMA-INFORMED PRACTICE

Staff understand that:

- Behaviour may be communication.
- Trauma impacts regulation.
- Trust-building is essential.
- Consistency promotes safety.

We avoid punitive responses where vulnerability is present and prioritise restorative practice.

11. GYM ADJUSTMENTS

Due to the physical setting, we:

- Conduct risk assessments for pupils with SEMH
- Provide structured supervision & clear safety briefings
- Adapt activities to reduce triggers & offer non-competitive options
- Monitor peer interactions closely

Safety remains paramount.

12. BEHAVIOUR AND SEND

- Behaviour policies consider additional needs & sanctions are proportionate.
- Reasonable adjustments are applied & patterns monitored for disproportionate impact.
- Behaviour does not mask unmet need; persistent concerns trigger review.

13. SAFEGUARDING & 14. TRAINING

13. Safeguarding: Children with SEND/mental health needs face increased risk of exploitation, bullying, abuse, and peer-on-peer harm. Staff remain vigilant under KCSIE.

14. Training (Refreshed Annually): SEND awareness, SEMH strategies, de-escalation, trauma-informed approaches, and safeguarding.

15. PARENTS & SCHOOLS

- Share progress updates & attend review meetings
- Provide behaviour and attendance data
- Raise concerns early & collaborate on reintegration planning

Commissioning schools retain statutory responsibility unless otherwise agreed.

16. EXTERNAL AGENCIES & 17. MONITORING

16. External Agencies: Work alongside CAMHS, educational psychologists, social care, youth services, and early help teams in consultation with commissioning schools and safeguarding leads.

17. Monitoring & Evaluation: SEND Lead and Proprietor review provision termly, monitor behaviour/attendance trends, evaluate intervention impact, review equality implications, and ensure Ofsted compliance.

18. COMPLAINTS & 19. POLICY REVIEW

18. Complaints: Concerns regarding SEND provision should follow the Complaints Policy.

19. Policy Review: Reviewed annually, updated following statutory guidance changes, reviewed following significant incidents, and evaluated during inspection readiness checks.

20. COMMITMENT STATEMENT

Limitless Alternative Provision is committed to inclusive practice, supporting vulnerable learners, promoting emotional wellbeing, providing structured and safe support, and ensuring fair and proportionate treatment. We recognise that effective SEND and mental health support is central to safeguarding, behaviour improvement and positive outcomes.