



SEND Policy

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1	Zena Hardy	September 2025	September 2026

We Believe You Achieve is committed to fostering an inclusive ethos that values and respects every individual including learners, staff, parents, carers, and visitors regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs.

We actively celebrate diversity and recognise the unique strengths and requirements of each young person. We believe that every learner has distinct skills, talents and abilities that deserve to be nurtured and developed to their fullest potential.

Our aim is to equip both learners and staff with the strategies, tools and resources they need to thrive within a supportive and understanding environment. This ethos is embedded within a culture of high aspiration and achievement, designed to empower every individual to succeed both within the provision and in their wider lives.

Introduction

We Believe You Achieve is committed to providing a high-quality, inclusive learning experience for all young people who access our provision. This commitment fully extends to learners with Special Educational Needs and Disabilities (SEND).

As an alternative provision, we work closely with commissioning schools, parents/carers, and external agencies to ensure that learners with SEND receive appropriate support, reasonable adjustments, and opportunities to thrive both academically and personally.

Our approach is underpinned by the following key legislation and guidance:

- **The Education Act 1996** – Sets out the responsibilities of education providers in meeting the needs of children and young people with SEND.
- **The Children and Families Act 2014** – Introduced the SEND Code of Practice and a new framework that emphasises person-centred planning, joint working across education, health and social care, and the involvement of children, young people and their families in decision making.
- **The SEND Code of Practice (2015, updated 2020)** – Provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014.
- **The Equality Act 2010** – Places duties on providers to make reasonable adjustments to ensure disabled children and young people are not placed at a substantial disadvantage.

We Believe You Achieve is dedicated to identifying and responding to SEND at the earliest opportunity, working collaboratively to remove barriers to learning and ensure that every young person is supported to reach their full potential.

Aims and Objectives

We Believe You Achieve is committed to ensuring that all learners including those with Special Educational Needs and Disabilities (SEND) have access to a high-quality, inclusive learning environment where their individual needs are recognised, valued and supported.

Inclusion

We aim to create an inclusive learning environment, guided by the principles of the Equality Act 2010, which prohibits discrimination against individuals with disabilities. We are committed to the social model of inclusion, as developed by Mike Oliver, focusing on removing barriers to learning within We Believe You Achieve rather than placing limitations on the learner.

Equality

Our practices align with the Equality Act 2010, ensuring that learners with SEND have equal opportunities and access to a broad and balanced programme of mentoring, vocational learning, education and physical activity. All learners are supported to participate fully in all aspects of provision life.

Identification and Assessment

We follow the SEND Code of Practice (0–25 years) in identifying and assessing learners with SEND. We work collaboratively with commissioning schools, parents/carers and relevant professionals to ensure that needs are identified as early as possible and that appropriate support is put in place.

Provision of Support

In line with the Children and Families Act 2014, we provide individualised support that may include:

- Additional resources or equipment
- Targeted interventions led by trained staff
- Specialist support from external agencies where appropriate

Provision is person-centred and tailored to individual needs, enabling learners to make progress in all areas of development.

Communication

We Believe You Achieve

We maintain effective communication with parents, carers, schools and professionals in line with the Code of Practice on Communicating with Parents (2015). Information about learners' needs and progress is shared appropriately and sensitively, ensuring parents and carers are active partners in their child's education.

Training and Development

Staff training and professional development reflect the requirements of the Children and Families Act 2014, ensuring that all staff have the knowledge, understanding and skills needed to support learners with SEND effectively. Ongoing CPD ensures that best practice is embedded across the provision.

We Believe You Achieve operates as an alternative provision, therefore statutory responsibility for identifying, assessing, and meeting the special educational needs of learner's rests with the commissioning schools. Our Designated Safeguarding Leads coordinate SEND matters within the safeguarding and wider support framework.

We work in close partnership with schools, parents/carers, and external professionals to ensure that the strategies and support identified in Education, Health and Care Plans (EHCPs) and school-based SEN support plans are effectively implemented while learners are attending the provision.

Key Responsibilities

Commissioning schools retain responsibility for:

- Formal identification and assessment of SEND
- EHCP reviews and statutory processes
- Specialist input and allocation of additional funding

We Believe You Achieve is responsible for:

- Implementing the support strategies and reasonable adjustments outlined in EHCPs or school-based SEN plans
- Ensuring staff are aware of each learner's identified needs and their role in supporting them
- Removing barriers to participation and learning through differentiated approaches, mentoring, and targeted interventions
- Communicating any concerns regarding a learner's needs or progress promptly to the commissioning school and parents/carers
- Contributing to review meetings and providing progress updates to schools and families

The Assess, Plan, Do, Review Approach

In line with the **SEND Code of Practice (2015)**, We Believe You Achieve uses the **Assess, Plan, Do, Review** model in collaboration with schools, parents, and professionals:

- **Assess** – Relevant information is gathered from the commissioning school, including EHCPs, SEN support plans, and any professional reports, to understand the learner's needs.
- **Plan** – Provision that is additional to or different from the universal offer is agreed in collaboration with the school, parents, and the learner, and incorporated into the learner's individual support plan.
- **Do** – Support strategies are implemented through mentoring, differentiated activities, vocational pathways, and where appropriate, targeted interventions.
- **Review** – Support is regularly reviewed (at least once per term) to monitor progress, adapt strategies, and provide feedback to schools and families. This feeds into the commissioning school's formal review processes.

Working with Parents and Families

We recognise that strong communication with parents and carers is essential in supporting learners with SEND.

- Parents and carers receive regular updates on progress through reports and direct communication.
- Where difficulties arise, staff work closely with families and the commissioning school to address concerns collaboratively.
- Parents are encouraged to participate in review processes, target setting, and the development of support strategies.

Working with External Agencies

Where appropriate, We Believe You Achieve works alongside external professionals to support the implementation of support strategies, including:

- Educational psychologists
- Specialist teachers and advisors

- Speech and language therapists
- Occupational therapists and health professionals
- Social care services

Any involvement is coordinated with the commissioning school, ensuring roles and responsibilities remain clear.

Monitoring and Evaluation

Progress and provision for learners with SEND are monitored through:

- Academic, attendance, behaviour and engagement data
- Feedback from staff, parents, and learners
- Observation of sessions and targeted interventions
- Regular liaison with commissioning schools

Information from this monitoring is used to evaluate the impact of interventions, adapt provision, and contribute to the school's formal review processes.