



SEND Policy

2025 - 2026

Date Approved: August 2022

Review Date: August 2025

Next Review Date: August 2026

REACH Learning Provision

6 and 7b Russell Place

Nottingham

NG1 5HJ

Office Number: 0115 6462127

Email Address: Admin@ReachLearningProvision.org

Approved by: Corrine Scott

Position: Head of Provision

Overview

REACH Alternative Provision values all pupils and actively celebrates diversity of experiences, interests, and achievements. We believe every pupil should experience praise, recognition, and success. Pupils with SEND have equal entitlement to this and to a high-quality education. This policy sets out the framework for how REACH will meet its statutory duties, obligations, and equality commitments to support pupils with SEND.

Through successful implementation, REACH aims to:

-  Eliminate discrimination.
-  Promote equality of opportunity.
-  Foster positive relationships between pupils with and without SEND.

We work in partnership with the Local Authority (LA), parents, and external agencies, guided by the following principles:

- Involving children, parents, and young people in decision-making.
- Early identification of needs and tailored support.
- Collaboration between education, health, and social care.
- High-quality provision to meet individual needs.
- Promoting independence and successful preparation for adulthood.
-

SENDCo / Lead for SEND: Corrine Scott

Statutory Framework

This policy complies with:

- Children and Families Act 2014
- SEND Code of Practice 0–25 (2015)
- Equality Act 2010 (Public Sector Equality Duty & Reasonable Adjustments)
- Children Act 1989 & 2004
- Education Act 2002
- Data Protection Act 2018 / UK GDPR
- *DfE (2025) Keeping Children Safe in Education (KCSIE)*
- *Teachers' Standards (2012)*
- *Statutory guidance on supporting pupils with medical conditions (2014)*

Context

REACH provides education and support for young people with Social, Emotional and Mental Health (SEMH) needs.

We are committed to:

- A nurturing, trauma-informed environment where pupils feel safe, valued, and understood.
- Supporting pupils to achieve their full potential academically, socially, and emotionally.
- Promoting tolerance, respect, and resilience.
- Working with families, carers, and professionals to ensure effective support.

Aims

We are committed to:

- Providing a broad, balanced, and inclusive curriculum for all pupils.
- Removing barriers to learning through personalised support.
- Ensuring pupils with SEND achieve their best outcomes and are prepared for adulthood, independence, and employment.

Management of SEND

- The Provision Manager and Senior Leadership Team (SLT) have overall responsibility.
- The SENDCo coordinates provision, liaises with staff, parents, and professionals, and ensures compliance with the Code of Practice.
- All staff share responsibility for identifying, supporting, and monitoring SEND pupils.

Staff responsibilities include:

- Early identification and referral to SENDCo.
- Using appropriate assessment and differentiation.
- Recording and reporting progress.
- Building constructive relationships with parents.
- Embedding pupil voice in planning and reviews.
- Using trauma-informed and SEMH-sensitive strategies.

Processes

Admissions & Referrals

- REACH admits pupils unable to access mainstream education.
- Referrals are made by schools or Local Authorities (not directly by parents).
- No pupil is refused admission based on SEND or disability.

Assessment & Identification

- On entry, pupils are assessed in literacy, numeracy, and wellbeing.
- Teachers use observation, previous records, and assessments to identify needs.
- Where required, additional assessments (e.g., speech and language, EHWP, cognition) are arranged.

Provision

- All pupils have access to a broad and balanced curriculum.
- Differentiated teaching and additional interventions are provided.
- Support may include 1:1 or small group intervention, counselling, mentoring, and alternative provision placements.

SEND Support Cycle – Assess, Plan, Do, Review

- Assess: Gather information from staff, parents, and professionals.
- Plan: Agree support and expected outcomes with pupil and parents.
- Do: Teachers and LSAs deliver interventions with oversight from SENDCo.
- Review: Progress reviewed termly with parents and pupils; outcomes adjusted as necessary.

Education, Health and Care Plans (EHCPs)

- Where needs cannot be met through SEND Support, the school may request an EHCP assessment.
- EHCPs are reviewed annually with parents, pupils, professionals, and the LA.
- Plans are monitored regularly and adapted as required.

Partnership with Parents and Pupils

- Parents/carers are partners in decision-making and formally notified of SEND provision.
- REACH commits to clear communication in accessible language.
- Pupil voice is embedded in reviews to ensure their aspirations and goals are central.

Monitoring and Evaluation

SEND provision is monitored through:

- Termly pupil progress reviews.
- Teacher planning and intervention tracking.
- Attendance and behaviour data.
- Pupil and parent feedback.
- Quality assurance by SLT.
- External reviews (e.g., LA, Ofsted).

Complaints

- Initial complaints should be raised with the Head Teacher.
- If unresolved, parents may escalate through the Provision's Complaints Policy.
- For EHCP-related concerns, parents can appeal via the SEND Tribunal.

Appendices

1. Definitions of SEND (Children and Families Act 2014, Code of Practice 2015)
2. Roles and Responsibilities (Provision Manager, SENDCo, Teachers, LSAs/TAs)
3. Processes (Admissions, Referrals, Resource Allocation, Provision)
4. Assess–Plan–Do–Review Cycle
5. EHCP Review Procedures