



ALTERNATIVE PROVISION

SEND Policy

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Approved by: [RAISE-AP Educational Directors](#)

Approval Signatures

*RAISE-AP
Directors*

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Aims and Objectives

The **RAISE-AP** special educational needs and disabilities (SEND) policy aims to make sure our provision fully implement national legislation and guidance regarding students with SEND.

It sets out how our provision will:

- Support and make provision for students with special educational needs and disabilities
- Provide students with SEND access to all aspects of **RAISE-AP** life
- Help students with SEND fulfil their aspirations and achieve their best
- Help students with SEND become confident individuals living fulfilling lives
- Help students with SEND make a successful transition into adulthood
- Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

Vision and Values

RAISE-AP will provide a safe and secure environment which allows students to develop their self-confidence and the resilience to re-engage in learning. By doing so, students will be equipped with the knowledge and skills to be successful in the next steps of their educational and personal journey so they can make a positive contribution to society.

The aims of our provision are to:

1. Provide each student a stable, caring, safe learning environment which celebrates individual talents, praises achievement and meets individual needs.
2. Develop positive relationships which support, promote, and re-engage students in learning.
3. Promote students' academic achievement through a rich curriculum and high-quality teaching.
4. Teach students to respect the beliefs and opinions of others whilst giving them the confidence to express their own.
5. Promote positive behaviour amongst the students whilst guiding them towards social and economic independence so they can make a positive contribution to society.
6. Support and promote the health of the students by providing a consistent, nurturing environment that protects them from harm.

Our core values underpin all that we do to ensure our students achieve:



RE-ENGAGE – helping our students to regain focus, interest, and motivation in education

ATTITUDE – modelling attitudes and expectations for success

INVEST – bespoke education, tailored to our students next steps

SELF-BELIEF – empowering our students to gain confidence to learn, succeed and overcome

EDUCATE – key educational course delivered to support next steps into college and beyond

Legislation and Guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation which, though not a school, RAISE-AP follows:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- The [Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The [Governance Handbook](#), which sets out Educational Directors responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the provision, and its duty not to disadvantage unfairly children with a disability or with special educational needs

Inclusion and Equal Opportunities

At [RAISE-AP](#) we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum.

We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the provision environment to make sure that students with SEND are included in all aspects of school life.

Definitions

Special Educational Needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability

Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The provision will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 Areas of Need

Communication and Interaction

Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autism spectrum often have needs that fall in this category.

Cognition and Learning

Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:

- Specific learning difficulties which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, Emotional and Mental Health

These needs may reflect a wide range of underlying difficulties or disorders. Students may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.

Sensory and/or Physical

Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and Responsibilities

SENCO

RAISE-AP employ a consultant SENCO to assist with our provision and our students. Our SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the Head of Provision and **RAISE-AP** educational directors to determine the strategic development of the SEND policy and provision
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA), linked schools and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution, make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner

- Work with the Head of Provision and **RAISE-AP** educational directors to make sure the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the provision keeps its records of all students with SEND up to date and accurate
- With the Head of Provision, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the plan for continuous professional development
- With the Head of Provision, regularly review and evaluate the breadth and impact of the SEND support **RAISE-AP** offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the provision's SEN information report and any updates to this policy
- With the Head of Provision and teaching staff, identify any patterns in the provision's identification of SEN, both within the provision and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

RAISE-AP Educational Directors

The **RAISE-AP** educational directors are responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the provision alongside students who don't have SEND
- Inform parents / carers when the provision is making special educational provision for their child
- Make sure that the provision has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the **RAISE-AP** website about how the provision is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less

favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENCO accessible to the provision and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from year 8 until year 13 are provided with independent careers advice

Head of Provision

The Head of Provision will:

- Work with the SENCO and **RAISE-AP** educational directors to determine the strategic development of the SEND policy and provision within the provision
- Work with the SENCO and **RAISE-AP** educational directors to make sure the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the provision's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the provision's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the provision offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the provision's identification of SEN, both within the provision and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents / carers regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents' concerns and agree their aspirations for the student

Parents and Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside provision and any changes in the student's needs
- Given the opportunity to share their concerns and, with provision staff, agree their aspirations for the student
- Given a termly report on the student's progress

[RAISE-AP](#) will take into account the views of the parent or carer in any decisions made about the student.

Students

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

SEN Information Report

[RAISE-AP](#) publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

RAISE-AP Approach to SEND Support

Consulting and Involving Students and Parents / Carers

The provision will put the student and their parents at the heart of all decisions made about special educational provision. When we are considering provision for existing needs or aiming to identify whether a student needs additional special education provision, we will have an early discussion with the student and their parents.

These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents / carers if it is decided that a student will receive special educational provision.

Graduated Approach to SEN Support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the SENCO will carry out a clear analysis of the student's needs. The views of the student and their parents will be taken into account. The provision may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the student, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed.

Parents / carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

Levels of Support

Students receiving SEN provision will be placed on the provision's SEND register. These students have needs that can be met by the provision through the graduated approach. Where the student's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these students is funded through the notional SEND budget.

Students who need more support than is available through the provision's SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought. The provision for these students will be funded from the notional SEND budget, and potentially from the LA.

Evaluation

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using student questionnaires
- Monitoring by the SENCO
- Holding annual reviews for students with EHC plans
- Getting feedback from the student and their parents

Admissions and Accessibility

As per our admissions policy, the referral of a student will normally be handled by the Local Authority responsible for the student.

Professionals, schools, parents and carers are all welcome to make informal enquiries to the school. However, all schools work in partnership with the Local Authorities, and it is they that will ultimately handle the referral. [RAISE-AP](#) provides education for students who have:

1. Severe or complex Special Educational Needs
2. Behavioural, Emotional and Social Difficulties
3. Experienced Life Trauma
4. Autism
5. Learning disabilities
6. Educational phobias
7. Been excluded elsewhere

[RAISE-AP's](#) accessibility plans can be found on the website and details the arrangements in place to ensure they are accessible to students.

Expertise and Staff Training

Training will regularly be provided to teaching and support staff. The Head of Provision and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the provision's plan for continuous professional development.

Monitoring

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives set out in this policy. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND through the academic year
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

RAISE Values

Our **RAISE-AP values** (Resolve, Attitude, Invest, Social Skills and Education) are key in everything we do, specifically with attitudes (modelling and expectations) and social skills (becoming part of a community) which are linked to our SEND policy.
