SEND POLICY

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027

SAFE PEOPLE • POSITIVE PATHWAYS • COMPLIANT PRACTICE | Impact Alternative Learning - commissioned alternative provision.

1 INCLUSION AND SCOPE

- Impact provides individually planned alternative education and SEND support within the agreed commissioned placement and staffing capacity.
- SEND decisions are based on assessed needs and law, not labels or assumptions; comply with Equality Act reasonable adjustment duties.

2 UNDERSTANDING NEED

- At referral obtain relevant EHCP Sections B, F and I, medical/therapy plans, assessments, strategies and views of young person and family.
- Create staff-facing needs profile indicating communication, sensory, physical, cognition, social-emotional and safeguarding arrangements.

3 EHCP PROVISION AND COMMISSIONED RESPONSIBILITY

- Identify which Section F provision Impact is commissioned and able to deliver and which remains with school/LA or other providers.
- Do not imply a part-time AP provider unilaterally fulfils every EHCP duty. Escalate absent or undeliverable provision immediately to the commissioner/LA.

4 PLANNING AND REASONABLE ADJUSTMENTS

- Plan accessible teaching, assistive technology, environment, routines and individual support.
- Document required adjustments in learner plan, risk assessments and staff briefing; review effectiveness rather than relying on generic offers.

5 STAFF AWARENESS AND TRAINING

- Ensure staff know essential EHCP outcomes, health/safety support, de-escalation plans and any specific competence requirements.
- Obtain specialist advice where needed and record training and supervision.

6 LEARNER AND FAMILY VOICE

- Provide meaningful accessible ways for young people to express views, choices, ambitions, strengths and concerns.
- Consult parents/carers and professionals in reviews where appropriate and retain evidence of engagement.

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7 PROGRESS AND ASSESSMENT

- Set agreed academic, vocational, social and preparation-for-adulthood targets and assess against baselines.
- Share planned progress and barriers with commissioner; contribute to annual reviews without misrepresenting Impact as the statutory decision-maker.

8 SAFEGUARDING AND EQUALITY

- Recognise that SEND can increase barriers to disclosing abuse, and behaviour may mask unmet need or harm.
- Consider equality impact before adjustments, sanctions, activity refusals or placement changes.

9 TRANSITIONS AND MONITORING

- Plan transition, handover and onward provision well in advance; monitor learner attendance, barriers and outcomes at least half-termly.
- Escalate significant inability to meet need without delay and do not leave the learner without an agreed plan.

10 ACCESS TO SPECIALISTS AND THERAPY

- Document clinical or professional input required under the commissioned package, responsibility for arranging it, access to facilities and missed provision escalation.
- Monitor delivery against the agreed EHCP-related provision, timetable and staff competence, escalating any shortfall to the commissioner promptly.

11 PREPARATION FOR ADULTHOOD AND OUTCOMES

- For older learners link progression to employment, independent living, community participation and health and wellbeing with learner voice central.
- Record progress against specific meaningful measures and, where appropriate, recognised qualifications.

12 REVIEW TRIGGERS AND DISAGREEMENT

- Review after substantial absence, new diagnosis/needs information, repeated distress, restrictive interventions or placements that cannot safely deliver provision.
- Discuss barriers with commissioner and family and document escalation to LA where EHCP obligations may not be fulfilled.

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13 LINKED STATUTORY AND DFE GUIDANCE

- SEND code of practice: 0 to 25 years; Equality Act 2010; DfE Independent School Standards guidance (April 2026; applies once registered as appropriate) This policy is a provider operational policy; the primary guidance and any commissioner requirements take precedence where applicable.

14 POLICY OWNERSHIP AND REVIEW

- Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Next review: September 2027, or sooner if legislation, safeguarding guidance, commissioning requirements or provision changes.
- The Principal manages implementation and policy review, with governance oversight where appropriate; relevant staff are informed of updates and confirm understanding.