

IMPACT ALTERNATIVE LEARNING OUTSTANDING SEND POLICY

April 2026

1. Vision & Ethos

Impact Alternative Learning delivers a highly personalised SEND provision rooted in structure, consistency and real-world outcomes.

Leaders ensure that every learner, regardless of starting point, is supported to make meaningful academic, social and emotional progress.

2. Statutory Framework

This policy is fully aligned with:

Children and Families Act 2014

SEND Code of Practice (2015)

Equality Act 2010

KCSIE 2025

Working Together to Safeguard Children 2023

Leaders actively monitor compliance and update practice in line with national guidance.

3. Local Context (Tameside)

Impact works in partnership with:

- Tameside Local Authority SEND Team
- Tameside Safeguarding Children Partnership
- LADO services

All processes align with local safeguarding and SEND procedures.

4. Leadership of SEND

The SENCO (Kate Willis) ensures strategic oversight, quality assurance and EHCP compliance.

The Deputy DSL (Kirsty Lampkin) leads operational SEMH support.

Leaders maintain a clear overview of all learners, their needs, and provision impact.

5. Identification & Assessment

Identification is robust and continuous:

- EHCP analysis
- Baseline assessments
- Behaviour profiling

- Ongoing observation

Leaders ensure no learner's need goes unidentified.

6. Graduated Response (IMPLEMENTATION)

Assess → Plan → Do → Review is embedded in daily practice.

Staff can clearly articulate:

- What a learner needs
- What support is in place
- What impact it is having

7. Curriculum Adaptation

The curriculum is flexible and adapted through:

- Small group teaching
- Vocational pathways (boxing, mechanics, beauty, music)
- Functional Skills
- Movement and regulation breaks

Leaders ensure curriculum intent is matched by strong implementation.

8. SEMH Excellence

Impact's core strength is SEMH support.

Strategies include:

- Trauma-informed practice
- Predictable routines
- High staff ratios
- Physical regulation through sport

Leaders ensure emotional regulation underpins all learning.

9. Behaviour as Communication

Behaviour is understood as a form of communication.

Staff respond through:

- De-escalation
- Restorative practice
- Individual behaviour plans
- Consistent expectations

10. Safeguarding Integration

SEND and safeguarding are fully integrated.

All learners are treated as vulnerable and monitored daily.
Concerns are recorded and escalated immediately.

11. Monitoring Impact

Leaders track:

- Attendance
- Behaviour incidents
- Academic progress

Provision is adapted in real time based on evidence of impact.

12. Staff Practice

Staff demonstrate:

- Strong understanding of SEND
- Consistent implementation of strategies
- High expectations for all learners

13. What Ofsted Will See

- Clear learner journeys
- Strong relationships
- High engagement
- Evidence of progress from starting points

Leaders articulate provision with clarity and confidence.

14. Conclusion

Impact Alternative Learning provides a high-quality, specialist SEND provision.

Leaders ensure that all learners receive the support they need to succeed and prepare for their next steps.