



Special Educational Needs and Disabilities (SEND) Policy: Swallow Grange Alternative Provision

1. Policy Statement

Swallow Grange Alternative Provision is committed to providing a high-quality, inclusive, and tailored education for all children and young people, including those with Special Educational Needs and Disabilities (SEND) and Social, Emotional, and Mental Health (SEMH) difficulties. We believe that every child, regardless of their challenges, deserves to thrive, achieve their full potential, and feel a sense of belonging. Our provision offers a nurturing and respectful environment built on empathy and a deep understanding of unique individual needs.

This policy outlines how Swallow Grange will identify, assess, and provide for the needs of children with SEND, in line with the Children and Families Act 2014, the SEND Code of Practice: 0-25 years (updated September 2024), and the "Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan" (March 2023), alongside the "Alternative Provision" statutory guidance (updated February 2025). We are committed to working in partnership with students, parents/carers, the commissioning school or Local Authority, and other relevant agencies to ensure that support is "right support, right place, right time."

2. Aims and Objectives

Our aims for students with SEND are to:

- **Identify Needs Early:** Accurately and promptly identify and assess the special educational needs of all students.
- **Provide Tailored Support:** Deliver high-quality, personalised special educational provision that meets individual needs and promotes both excellent academic and personal outcomes.
- **Foster Independence:** Empower students to become confident, resilient, and independent learners, preparing them for successful transitions to onward destination settings and their next steps of education.

- **Promote Inclusion:** Ensure that students with SEND have access to a range of activities, which are appropriate and safe alongside their peers, promoting a sense of belonging and community.
- **Work in Partnership:** Build strong, collaborative relationships with students, parents/carers, commissioning schools, Local Authorities, and other professionals (e.g. health, social care, therapeutic) to ensure holistic support.
- **High Expectations:** Maintain high aspirations for all students with SEND, fostering an environment where they can achieve their personal best and overcome barriers to learning.
- **Continuous Improvement:** Regularly review and evaluate the effectiveness of our SEND provision and practices, ensuring ongoing improvement.

3. Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - have a significantly greater difficulty in learning than the majority of others of the same age; or
 - have 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 or post-16 institutions.

Special educational provision is defined as: educational or training provision that is **additional to or different from** that made generally for other children or young people of the same age.

Many children and young people with SEND may also have a disability as defined under the Equality Act 2010.

A disability is a physical or mental impairment that has a long-term (12 months or more) and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

4. The Four Broad Areas of Need

At Swallow Grange, we plan and manage SEND provision across the following four broad areas of need, recognising that needs often overlap:

- **Communication and Interaction:** Including Speech, Language and Communication Needs (SLCN) and Autistic Spectrum Disorder (ASD).

- **Cognition and Learning:** Including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), and Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia, and dyscalculia.
- **Social, Emotional and Mental Health (SEMH) Difficulties:** Including anxiety, depression, attachment difficulties, attention deficit hyperactivity disorder (ADHD), and behaviours that challenge. We recognise that students attending alternative provision often have significant SEMH needs.
- **Sensory and/or Physical Needs:** Including hearing impairment, visual impairment, multi-sensory impairment, and physical disability.

5. Identifying and assessing SEND

Given our role as an alternative provision, many students referred to Swallow Grange will already have identified SEND or an existing Education, Health and Care (EHC) Plan. However, our process ensures comprehensive identification and assessment for all students:

5.1. Initial assessment upon admission:

Upon referral, a thorough assessment of the student's educational, social, emotional, and behavioural needs will be undertaken within one week of placement commencing.

This includes:

- Review of information from the commissioning school and/or Local Authority, including any existing EHC Plans, SEND Support Plans, or other relevant assessments/reports.
- Direct observation of the student.
- Discussions with the student, parents/carers, and the commissioning school's SENCO/Pastoral Lead.
- Baseline academic assessments (e.g., in English and Maths) to ascertain current attainment and identify specific learning gaps.

This initial assessment will inform the development of an Individual Learning Plan.

5.2. Graduated Approach: Assess, Plan, Do, Review (for students on SEND Support)

For students identified as having SEND but without an EHC Plan, Swallow Grange will follow the Graduated Approach:

- **Assess:** Clearly identify the student's needs, taking into account their strengths and difficulties. This involves gathering information from teachers, support staff, parents/carers, and the student themselves. For our cohort, particular attention will be paid to the underlying causes of behaviour and attendance issues, often linked to unmet SEMH needs.
- **Plan:** Agree on the adjustments, interventions, and support to be put in place, along with expected outcomes and a clear review date. This plan will be recorded in an Individualised Learning Plan.
- **Do:** Implement the agreed interventions and support, with teachers retaining responsibility for the progress and development of all students in their care, even where support staff are providing additional intervention.
- **Review:** Regularly review the effectiveness of the interventions and their impact on the student's progress, development, and behaviour, in line with the agreed review date (at least half-termly). Discussions will involve the student, parents/carers, and the commissioning school. The review will inform whether the support needs to be adjusted, continued, or if a request for an EHC needs assessment is appropriate.

5.3. Request for EHC Needs Assessment:

- If, despite receiving targeted support via the Graduated Approach, a student continues to make less than expected progress, or their needs are complex and require provision beyond what Swallow Grange can reasonably provide from its own resources, the SENDCO, in consultation with parents/carers and the commissioning school SENCO, will consider requesting an EHC Needs Assessment from the Local Authority.
- All relevant documentation and evidence of the support implemented, and the student's progress will be provided to the home setting to submit with the request.

5.4. Students with Education, Health and Care (EHC) Plans:

- For students with an EHC Plan, Swallow Grange will ensure that the provision specified in the plan is delivered.
- We will contribute to and attend annual reviews of EHC Plans, providing comprehensive reports on the student's progress, achievements, and any ongoing needs.
- Any significant concerns about a student's progress or the suitability of their EHC Plan will be raised with the Local Authority, via their individual EHCP Coordinators and parents/carers immediately.

6. Provision and Support

Swallow Grange offers a range of personalised and adaptive provision to meet the diverse needs of our students with SEND:

- **Quality First Teaching:** All teachers are teachers of SEND. High-quality teaching, adapted to meet the individual needs of students, is our first response.
This includes:
 - Differentiated curriculum and lesson planning.
 - Accessible resources and learning environments.
 - Effective use of questioning and feedback.
 - Strategies to support communication, engagement, and emotional regulation.
- **Small Group and 1:1 Support:** Targeted interventions delivered by experienced teaching and support staff, focusing on specific academic, social, or emotional needs.
- **Therapeutic Approaches:** Access to therapeutic support (e.g., speech and language therapy, ELSA, psychotherapy) as needed, drawing on our expertise in SEMH and trauma-informed practice.
- **Practical Learning:** Opportunities for hands-on, practical learning to engage students and develop transferable skills.
- **Life Skills and Personal Development:** Explicit teaching of social skills, self-regulation strategies, resilience, and independent living skills.
- **Access to Specialist Services:** Liaison with and referrals to external specialist services (e.g., Educational Psychology, Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy) as required, in collaboration with the commissioning school and Local Authority.
- **Robust Attendance Management:** Proactive strategies to promote attendance, recognising that poor attendance can often be a symptom of unmet needs for our students.
- **Safe and Nurturing Environment:** A consistent, predictable, and emotionally supportive environment where students feel safe to take risks, make mistakes, and build positive relationships.

7. Resources and Funding

Swallow Grange receives funding for students with SEND through agreements with commissioning schools and/or Local Authorities.

We will ensure that resources are deployed effectively and efficiently to meet the identified needs of students, ensuring value for money and optimal impact on student outcomes.

For students with EHC Plans, the funding specified in the plan will be used to provide the determined special educational provision.

8. Partnership Working

Collaboration is central to our approach:

- **Students:** Students are actively involved in decisions about their education and support. Their views and preferences are sought and valued throughout the "Assess, Plan, Do, Review" cycle, recorded on their ILP and EHC Plan reviews.
- **Parents/Carers:** We recognise parents/carers as vital partners. We will maintain open and regular communication, inviting them to participate in reviews, share information, and discuss their child's progress and needs. We will signpost them to parent support services where appropriate.
- **Commissioning Schools:** We will maintain regular and comprehensive communication with the student's "home school" regarding attendance, progress, behaviour, and any safeguarding or welfare concerns. We will collaborate on transition plans for students returning to mainstream settings.
- **Local Authority:** We will work closely with North Lincolnshire Local Authority and North-East Lincolnshire Local Authority, including their SEND teams, Early Help and Safeguarding Hubs, and Children's Social Care, adhering to local procedures and contributing to the Local Offer.
- **Other Professionals:** We actively collaborate with health, social care, and other specialist services to ensure a holistic approach to meeting student needs.

9. Transition

We understand that transitions can be particularly challenging for students with SEND. Swallow Grange will provide robust support for transitions:

- **Into Swallow Grange:** Close liaison with previous settings and families to gather comprehensive information and ensure a smooth induction.
- **Within Swallow Grange:** Careful planning and preparation for transitions between different groups, key workers, or phases of learning within our provision.
- **From Swallow Grange:**
 - Return to Mainstream:** Work closely with the commissioning school, student, and parents/carers to plan a gradual and supported reintegration, including transition visits and ongoing communication.
 - Transition to Specialist:** Work closely with the new specialist setting, student, and parents/carers to plan a gradual and supported transition package, including introductions to new key staff, transition visits and ongoing communication.

10. Role of the SENCO

The Special Educational Needs Coordinator (SENCO) at Swallow Grange Alternative Provision is:

Name: Mrs Kay Herd

Contact Details: kay.herd@footstepstofutures.co.uk

The SENCO is responsible for:

- Overseeing the day-to-day operation of the provision's SEND Policy.
- Coordinating provision for children with SEND.
- Liaising with parents/carers of students with SEND.
- Liaising with external professionals, the Local Authority, and commissioning schools.
- Advising and supporting other staff in meeting the needs of students with SEND.
- Ensuring that the provision keeps up to date with best practice and legislative changes in SEND.
- Maintaining accurate and up-to-date SEND records.
- Planning and securing SEND continuing professional development.
- Working strategically with the Head of Provision and Governing Body/Proprietor to ensure the best possible outcomes for students with SEND.

The SENCO holds the National Award for SEN Coordination (NASENCO) and the National Professional Qualification for Senior Leadership (NPQSL).

11. Training and Professional Development

All staff at Swallow Grange will receive regular training and professional development to enhance their understanding of SEND, including specific training on Communication and Interaction Needs and SEMH needs, effective interventions, and trauma-informed practices relevant to our student cohort. This ensures that all staff are equipped to support students with diverse and complex needs.

12. Monitoring and Evaluation

The effectiveness of our SEND provision will be monitored and evaluated through:

- Regular progress reviews for individual students.

- Analysis of attainment, progress, and attendance data for students with SEND.
- Monitoring of intervention effectiveness.
- Feedback from students, parents/carers, and commissioning schools.
- Regular discussions between the SENDCO, Head of Provision, and Governing Body/Proprietor.
- Internal monitoring
- Annual reviews and external inspections (e.g., Ofsted).

13. Complaints

Any complaints regarding SEND provision should be made in accordance with Swallow Grange's Complaints Policy.

Parents/carers also have the right to access Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) within each Local Authority.

14. Accessibility

Swallow Grange is committed to ensuring that our provision is accessible to all students, including those with disabilities, in line with the Equality Act 2010.

Our Accessibility Plan outlines how we will improve physical access, access to the curriculum, and access to information over time.

15. Policy Review

This policy will be reviewed annually by **August 2026** by the Governing Body/Proprietor, in consultation with the Head of Provision and SENDCO, to ensure it reflects current legislation, guidance, and the needs of our students.

Signed:

Signed: Jayne Chudley - Managing Director - 25th June 2026