SEND Local Offer 2026/2027
Reviewed: September 2026
Next Review Date: September 2027

Introduction

Sussex Alternative Provision College (SAPC) is committed to ensuring that all children and young people, including those with Special Educational Needs and Disabilities (SEND), achieve the best possible educational and personal outcomes.

This SEND Information Report forms part of the West Sussex Local Offer and explains how SAPC identifies, assesses and meets the needs of pupils with SEND. It should be read alongside the College's SEND Policy, Accessibility Plan, Equality Objectives, Supporting Pupils with Medical Conditions Policy, Behaviour Policy and Safeguarding Policy.

SAPC works in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years
- Equality Act 2010
- Supporting Pupils at School with Medical Conditions Guidance
- Keeping Children Safe in Education
- Alternative Provision statutory guidance

1. How do we identify and assess pupils with SEND?

We recognise that pupils attending Alternative Provision frequently present with a range of learning, communication, sensory, physical, social, emotional and mental health needs.

Information may be gathered from:

- Previous schools and educational settings
- Education, Health and Care (EHC) Plans
- SEND records and assessments
- Parents and carers
- The pupil's views and aspirations
- Health and social care professionals
- Baseline assessments completed on entry
- Attendance, behaviour and progress information

All pupils are assessed on entry to establish their strengths, needs and starting points.
Where concerns are identified, SAPC follows the graduated approach of:

Assess → Plan → Do → Review (Individual Support Plans – IPS)

This cycle ensures support is regularly reviewed and adjusted according to individual need.

2. What should parents/carers do if they think their child has SEND?

If parents/carers have concerns regarding their child's learning, development, wellbeing or access to education, they should contact:

- The Head of School
- The SENDCO
- The child's tutor

We place great importance on working in partnership with families and welcome early discussions regarding any concerns.

3. How do we support pupils with SEND?

All teachers are teachers of pupils with SEND and are responsible for the progress and development of every learner within their class.
Support may include:

- High-quality adaptive teaching
- Adapted curriculum materials
- Targeted interventions
- Small group teaching
- 1:1 support where appropriate
- Assistive technology
- Therapeutic support
- Social and emotional wellbeing programmes
- Reasonable adjustments under the Equality Act 2010

Support is determined according to need and is reviewed regularly with pupils and parents/carers.

4. How is the curriculum adapted?

SAPC provides a personalised curriculum designed to ensure pupils can access learning and achieve meaningful outcomes.

Adjustments may include:

- Modified teaching approaches
- Flexible timetables
- Alternative methods of recording work
- Assistive technology
- Additional adult support
- Intervention programmes
- Specialist resources
- Examination access arrangements where appropriate

We aim to remove barriers to learning and participation wherever possible.

5. How do we measure progress?

Progress is monitored using:

- Teacher assessment
- Individual targets
- Academic achievement (formative and summative)
- Attendance information
- Behaviour and engagement data
- Social, emotional and wellbeing outcomes
- Review meetings

Parents and carers are regularly informed of progress and invited to contribute to planning and review processes.

Where pupils receive SEND Support, outcomes are reviewed through the Assess-Plan-Do-Review cycle.

6. How do we involve pupils and families?

We believe that successful SEND provision depends upon strong partnership working.

Pupils are encouraged to:

- Express their views
- Participate in planning and reviews
- Contribute to target setting
- Take part in pupil voice activities

Parents and carers are encouraged to:

- Attend review meetings
- Contribute to support plans
- Participate in EHC Plan reviews
- Share their views on provision and outcomes

The wishes, feelings and aspirations of children and young people are central to decision-making.

7. How do we support emotional wellbeing and mental health?

Many pupils attending SAPC have experienced disruption in education, trauma, anxiety or emotional challenges.
Support may include:

- Trauma informed practice
- Pastoral support
- Mental health interventions
- Restorative approaches
- Therapeutic programmes
- Multi-agency support

- Early Help services
- Referrals to specialist services, where appropriate (e.g. Speech and Language Therapy, Educational Psychologist)

We promote positive relationships, belonging, safety and inclusion throughout the College.

8. What specialist services are available?

Where appropriate, SAPC works with:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- School Nursing Services
- CAMHS or equivalent mental health services
- Social Care
- Early Help
- Youth Services
- SEND and Inclusion Services
- Sensory Support Teams
- Health professionals
- Careers and post-16 providers

External agencies may provide assessment, training, consultation or direct support depending on pupil needs.

9. What training do staff receive?

Professional development is a priority.

Training may include:

- Safeguarding
- SEND awareness

- Autism
- ADHD
- Dyslexia
- Speech, language and communication needs
- Mental health awareness
- Positive behaviour support
- Protecting Rights In a Caring Environment (PRICE)
- Medical needs training

The SENDCO supports staff in developing specialist knowledge and practice.

10. How do we support pupils with medical needs?

Where a pupil has a medical condition, an Individual Healthcare Plan may be developed in partnership with parents/carers and health professionals.
Appropriate staff receive relevant training to ensure pupils can participate safely and fully in education.
The College complies with statutory guidance relating to supporting pupils with medical conditions.

11. How accessible is the College?

SAPC is committed to making reasonable adjustments for disabled pupils and complying with duties under the Equality Act 2010.

We aim to:

- Improve access to the curriculum
- Improve the physical environment
- Improve access to information

Accessibility arrangements are detailed within the College Accessibility Plan.
Information can be provided in alternative formats where appropriate, and translation or interpretation support can be arranged where required.

12. How are resources allocated?

Resources are allocated according to assessed need.

Provision may be funded through:

- Core school funding
- SEND funding
- Alternative Provision funding arrangements
- Top-up funding linked to EHC Plans, where applicable
- Other targeted funding streams

The effectiveness of provision is regularly reviewed to ensure positive outcomes and value for money.

13. How do we support transitions?

Transition planning is an important aspect of our work.
This may include:

- Personal Development Programme
- Enhanced induction arrangements
- Information sharing with new settings, including Pupil Passports
- Visits and supportive transition arrangements
- Reintegration planning
- Preparation for further education, employment or training
- Annual review planning for pupils with EHC Plans

Preparation for adulthood is considered wherever appropriate, particularly for older pupils.

14. SEND Governance

The Governing Body has a strategic responsibility to ensure that pupils with SEND receive appropriate support and achieve positive outcomes.

A designated SEND Governor provides oversight and challenge regarding SEND provision.

The Governing Body monitors:

- SEND outcomes
- Accessibility
- Compliance with statutory duties
- Allocation of resources
- Effectiveness of provision

15. Admissions

SAPC will not unlawfully discriminate against pupils because of disability or SEND. Admissions and placements are considered in line with local authority procedures and statutory duties under the Equality Act 2010 and Children and Families Act 2014.

16. Complaints and Concerns

If parents/carers have concerns about SEND provision they should:

1. Contact the relevant Head of Centre.
2. Contact the SENDCO.
3. Follow the College Complaints Procedure.
4. Seek advice from the Local Authority SEND Information, Advice and Support Service (SENDIASS).
5. Use mediation or formal routes available through SEND legislation where appropriate.

We aim to resolve concerns promptly and collaboratively.

17. Contact Details

SENDCO: Francis Myers
Headteacher/Principal: Doug Thomas
SEND Governor: Bob Smytherman
College Website: www.apcollege.co.uk
West Sussex Local Offer: www.westsussex.gov.uk/local-offer
West Sussex SENDIASS: West Sussex SENDIAS Service

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