

SEND Policy and Information Report

Reviewed by:	Richard Fihosy and Claire Ames
Policy Commencement Date:	02.09.2022
Ratified by:	Provision Manager and DSL
Review:	Annual
Next Review:	Autumn Term 2026
Review Date 08.03.24 Richard Fihosy	Page and Sections Page 1 - Former Director's name was deleted.
Review Date Aug 25	Full Policy review

Aims

Our SEND policy and information report aims to:

- Set out how AS2Educate (AS2) supports and provides for pupils with special educational needs and/or disabilities (SEND) through a trauma-informed, person-centred approach.
- Clarify the roles and responsibilities of everyone involved in supporting pupils with SEND, ensuring their emotional wellbeing alongside academic development.

We are committed to delivering bespoke, flexible timetables that support not only academic progress but also pupils' social, emotional, and mental health needs (SEMH). Our core values of Resilience, Determination, and Respect guide us to nurture positive futures for students through work experience, mentoring, and health-focused activities, all within a safe and supportive environment that recognizes and responds to trauma and adversity.

Legislation and Guidance

This policy and report comply with the latest statutory framework and best practice guidance including:

- The Children and Families Act 2014 (Part 3) and subsequent updates.
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Jan 2015, updated 2020).
- The Equality Act 2010 (amended 2019), ensuring reasonable adjustments for disabled pupils.
- The SEND (Provision of Information) Regulations 2020.
- The Education Act 1996 and 2002, alongside the Mental Health and Wellbeing provisions.

AS2 embraces a trauma-informed framework aligned with these legislations, recognising how adverse childhood experiences (ACEs) and trauma impact learning and development, and strives to provide sensitive, flexible support tailored to each pupil's needs.

Definitions

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

- A significantly greater difficulty in learning than the majority of peers of the same age.
- A disability that hinders access to facilities commonly available to peers.

Special educational provision means educational or training support that is additional to or different from that provided generally for others of the same age in mainstream education.

Roles and Responsibilities

Provision Manager

- Lead strategic development and daily coordination of SEND provision, embedding trauma-aware practices.
- Provide professional guidance to staff, parents, and external agencies to ensure high-quality, empathetic support.
- Manage AS2's SEND budget and resources effectively to meet diverse student needs.
- Maintain up-to-date, confidential records of all pupils with SEND.

Class Teachers and Support Staff

- Take responsibility for the progress and wellbeing of every student in their class.
- Collaborate closely with teaching assistants and specialists to implement tailored support.
- Continuously review and adapt teaching approaches in line with trauma-informed principles.
- Follow and promote adherence to this SEND policy.

SEN Information Report

Types of SEND Supported

AS2 supports a wide range of needs including but not limited to:

- Communication and Interaction (e.g., ASD, speech and language difficulties).
- Cognition and Learning (e.g., dyslexia, dyspraxia), supported with assistive technology and flexible teaching.
- Social, Emotional and Mental Health (SEMH) needs (e.g., anxiety, ADHD, trauma responses, behavioural regulation).
- Sensory and Physical needs (e.g., visual/hearing impairments, sensory processing difficulties).
- Moderate Multiple Learning Difficulties.

Identification and Assessment of SEND

- Pupils undergo a comprehensive 4-week assessment period with ongoing monitoring through daily staff meetings.
- Progress is reviewed holistically, including academic, social, emotional, and sensory domains.
- We prioritise early identification and use trauma-aware assessment methods that respect student experiences.
- Desired outcomes are co-created with pupils and parents, focusing on strengths as well as challenges.

Consultation and Involvement of Pupils and Parents

- Open, sensitive dialogue with pupils, parents, and professionals is maintained to build trust and shared understanding.

- Discussions acknowledge the impact of trauma and aim to empower pupils and families in decision-making.
- Parents are formally informed when additional SEND support is provided.

Reviewing Progress Towards Outcomes

- We follow a graduated, cyclical approach: assess, plan, do, review.
- Progress reviews include input from pupils, families, staff, and relevant external agencies.
- Adjustments to provision are made promptly to respond to evolving needs and trauma-related challenges.

Supporting Transitions and Preparing for Adulthood

- Transition planning is personalised and trauma-informed, ensuring pupils feel safe and supported moving between phases.
- We collaborate with schools, colleges, social care, and Services for Young People to facilitate successful post-16 placements and employment.
- Our bespoke curriculum includes life skills, wellbeing, ICT, and social skills essential for adulthood.

Teaching Approaches for Pupils with SEND

- AS2 utilises a flexible, relationship-based, trauma-informed teaching focused on trust, safety, and engagement.
- Interventions are tailored via a three-strand model addressing academic ability, SEMH support, and person-centred packages for intensive needs.

Curriculum and Environment Adaptations

- Curriculum differentiation, sensory-friendly environments, and extended processing times are routinely used to reduce barriers.
- Staff receive trauma-awareness training to better support pupils' varied needs.

Evaluating Effectiveness of SEND Provision

- Regular monitoring via student feedback, staff discussions, and external reviews ensures continuous improvement.
- Annual EHC plan reviews and termly PEPs for CLA pupils are conducted with a trauma-sensitive lens.

Emotional and Social Development Support

- 1:1 mentoring, work experience, and extracurricular activities promote resilience and wellbeing.
- A zero-tolerance policy on bullying is strictly enforced, with trauma-informed restorative approaches to behaviour.

Multi-Agency Working

- We collaborate closely with health, social care, police, and voluntary agencies to provide holistic support.

Local Authority Local Offer

Hertfordshire's Local Offer is accessible here:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

Central Bedfordshire's Local offer is accessible here:

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/home.page>

Bedford Borough's Local offer is accessible here:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

Contact Information

For concerns or queries, contact Provision Manager Richard Fihosy: office@as2educate.co.uk

Monitoring arrangements

This policy and the information report will be reviewed annually. It will also be updated if any changes to the information are made during the year.