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Purpose, Scope and Principles

AS2Educate believes that every young person has the right to an ambitious, inclusive and personalised education which enables them to achieve positive outcomes, develop confidence and prepare successfully for adulthood.

We recognise that many learners accessing Alternative Provision have experienced disrupted education, trauma, adverse childhood experiences, unmet Special Educational Needs and Disabilities (SEND), social, emotional and mental health needs (SEMH), or other barriers to learning.

Our provision is founded on the principles of relational practice, trauma-informed education and inclusion.

AS2Educate recognises that learners may be placed by a Local Authority, school or other commissioning organisation and may remain registered with another educational setting. Responsibility for meeting a learner's SEND therefore operates within the legal and commissioning arrangements applying to the individual placement.

AS2Educate is responsible for identifying and responding to needs arising within its provision, delivering agreed educational provision and reasonable adjustments, monitoring progress, contributing to reviews and sharing relevant information with commissioners and other professionals. Statutory responsibilities which remain with the Local Authority, registered school or other responsible body are not transferred to AS2Educate solely because the learner attends the Provision.

AS2Educate will work collaboratively with commissioners to ensure that responsibilities are clearly understood and that learners do not experience gaps in provision, support or safeguarding.

Rather than asking "What is wrong with this learner?", we seek to understand "What has happened to this learner and what support do they need to succeed?"

This Policy explains how AS2Educate:

- identifies Special Educational Needs;
- provides inclusive education;
- removes barriers to learning;
- works with learners and families;
- collaborates with commissioners and professionals;
- safeguards vulnerable learners; and
- evaluates the effectiveness of SEND provision.
- This Policy applies to every learner attending AS2Educate.

Legislative and Regulatory Framework

This Policy has been developed with regard to:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years
- Equality Act 2010

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Education Act 1996
- Education Act 2002
- Data Protection Act 2018
- UK GDPR
- Alternative Provision Statutory Guidance
- Non-school Alternative Provision Voluntary National Standards
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child

AS2Educate's Inclusive Vision

Inclusion is central to everything we do.

We believe that every learner should:

- feel safe;
- feel respected;
- feel listened to;
- experience success;
- develop positive relationships;
- receive ambitious learning opportunities;
- participate fully in Provision life; and
- leave AS2Educate prepared for adulthood.

Many of our learners have experienced repeated educational failure.

Our curriculum and wider provision are designed to rebuild confidence, develop resilience and provide meaningful academic, vocational and personal development opportunities. Support is personalised rather than standardised.

Assessing Whether AS2Educate Can Meet Need

AS2Educate considers each referral individually. Information provided by the commissioning organisation, learner, parent/carer and relevant professionals is reviewed to determine whether AS2Educate can safely and appropriately meet the learner's educational, SEND, safeguarding and wellbeing needs within the proposed placement.

Where a learner has an Education, Health and Care Plan (EHCP), AS2Educate will consider the needs, outcomes and provision identified within the Plan alongside the proposed placement arrangements and the provision AS2Educate is being commissioned to deliver.

Where AS2Educate considers that it cannot safely or reasonably provide the level or type of specialist provision a learner requires, this will be discussed openly with the commissioning organisation. AS2Educate will not represent itself as able to provide specialist clinical, therapeutic, medical or educational provision that falls outside its competence, staffing, facilities or commissioned role.

Where appropriate, AS2Educate will work collaboratively with the commissioning organisation and relevant professionals to consider whether reasonable adjustments, additional support or changes to the proposed placement arrangements could enable the learner's needs to be met safely and effectively. Decisions will be based on the individual learner and the evidence available and will not be made solely on the basis of a diagnosis, disability, category of SEND or previous placement history.

Roles and Responsibilities

Provision Manager

The Provision Manager has overall responsibility for SEND provision.

This includes ensuring:

- statutory responsibilities are fulfilled;
- sufficient resources are available;
- high-quality inclusive teaching is embedded;
- staff receive appropriate training;
- commissioners receive appropriate information;
- outcomes are monitored; and
- this Policy is implemented effectively.

Deputy Provision Manager and Assistant Provision Manager

The Deputy Provision Manager supports the Provision Manager in the strategic oversight of SEND and ensures that safeguarding and SEND arrangements operate cohesively. The Deputy Provision Manager and Assistant Provision Manager support the day-to-day leadership of SEND by:

- coordinating support;
- overseeing Individual Learning Plans;
- liaising with families;
- working with external agencies;
- supporting staff;
- monitoring interventions; and
- reviewing learner progress.

Teaching and Support Staff

All staff are responsible for:

- identifying barriers to learning;
- delivering inclusive teaching;
- implementing agreed support strategies;
- making reasonable adjustments;
- monitoring learner progress;
- contributing to reviews; and
- raising concerns promptly.

Every member of staff is a teacher of learners with SEND.

Identifying Special Educational Needs

AS2Educate recognises that slow progress, low attainment or challenging behaviour do not, by themselves, mean that a learner has SEND. Equally, attainment in line with chronological expectations does not mean that SEND is absent. Staff will consider the learner's progress, functioning, communication, wellbeing and barriers to participation alongside attainment information.

Where progress or engagement is below expectation, staff will consider all relevant factors, including the quality and accessibility of teaching, attendance, disrupted education, trauma, safeguarding, English as an additional language, social circumstances and possible SEND.

Information may be obtained from:

- referral documentation;
- Education, Health and Care Plans;
- previous schools;
- commissioning Local Authorities;
- educational psychologists;
- medical professionals;
- parents/carers;
- learners;

- baseline assessments;
- staff observations;
- attendance;

- safeguarding information; and
- ongoing assessment.

Assessment is holistic. We consider:

- learning;
- communication;
- wellbeing;
- relationships;
- emotional regulation;
- strengths;
- aspirations;
- vocational interests; and
- protective factors.

Support will never be delayed simply because a learner is awaiting diagnosis.

SEND, Disability and Medical Needs

AS2Educate recognises that SEND, disability and medical needs are related but distinct concepts. A learner may be disabled within the meaning of the Equality Act 2010 without having SEND, may have SEND without being disabled, or may have a medical condition which does not itself constitute SEND.

A medical diagnosis will not automatically determine whether a learner has SEND. AS2Educate will consider the impact of the learner's needs on learning, communication, participation and access to education and will make reasonable adjustments and provide appropriate educational support where required. Medical needs will be managed in conjunction with relevant health information, individual plans and AS2Educate's applicable medical and health and safety procedures.

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A medical diagnosis will not automatically determine whether a learner has SEND. AS2Educate will consider the impact of the learner's needs on learning, communication, participation and access to education and will make reasonable adjustments and provide appropriate educational support where required. Medical needs will be managed in conjunction with relevant health information, individual plans and AS2Educate's applicable medical and health and safety procedures.

The Graduated Approach

AS2Educate follows a graduated approach of Assess, Plan, Do and Review when identifying and responding to additional needs. The process is proportionate to the learner's needs and remains flexible throughout the placement.

Assess – Information is gathered from the learner, parent/carer, referral documentation, previous educational settings, commissioners, relevant professionals, assessment information and staff observations. Assessment will consider the learner's strengths as well as barriers to learning, participation and wellbeing.

Plan – Where additional support is required, appropriate outcomes, strategies, interventions and reasonable adjustments will be agreed. Plans will identify what support will be provided, who is responsible for delivering it and how progress and effectiveness will be evaluated. The learner's views and, where appropriate, those of their parent/carer will inform planning.

Do – Agreed provision will be implemented through high-quality inclusive teaching, reasonable adjustments and targeted support. Staff working with the learner will be provided with the information necessary to implement agreed strategies consistently.

Review – The impact of support will be evaluated using appropriate evidence, including progress, engagement, attendance, wellbeing, learner voice, parent/carer feedback and professional observations. Reviews will determine whether support should be maintained, adapted, intensified or concluded and whether further assessment or external professional involvement is required.

The graduated approach is an ongoing cycle rather than a one-off process. Support will be adjusted where needs change or where the evidence indicates that existing arrangements are not sufficiently effective.

High-Quality Inclusive Teaching

High-quality teaching is the first response to additional need. Teaching is characterised by:

- adaptive teaching;
- differentiated learning;
- clear routines;
- predictable environments;
- restorative practice;
- flexible curriculum pathways;
- practical learning;
- vocational learning;
- explicit instruction;
- scaffolded tasks;
- visual support;
- opportunities for movement;
- regulation strategies;
- positive relationships; and
- high expectations.

Learners are encouraged to become increasingly independent whilst receiving appropriate support.

Individual SEND Support

Where additional support is required, learners may receive:

- Individual Learning Plans;
- personalised timetables;
- mentoring;
- literacy support;
- numeracy support;
- emotional regulation support;
- communication support;
- sensory adaptations;

- assistive technology;
- adapted resources;
- pastoral intervention;
- enrichment opportunities;
- vocational pathways; and
- preparation for adulthood activities.

Where a personalised timetable involves a temporary reduction in the learner's attendance at the Provision, this will not be used as a routine response to SEND, behaviour or attendance difficulties. Any such arrangement will have a clear rationale, be agreed with the relevant commissioning or placing organisation, include appropriate safeguarding and educational arrangements, and be reviewed regularly with the aim of maximising the learner's access to suitable education according to their individual needs.

Education, Health and Care Plans (EHCPs)

Where a learner has an EHCP, AS2Educate will obtain and consider the current Plan and relevant supporting information before, or as soon as reasonably practicable following, commencement of the placement. Staff working directly with the learner will be provided with the information necessary to understand the learner's identified needs, outcomes, relevant provision, reasonable adjustments and safeguarding considerations.

AS2Educate will deliver those elements of provision which it has agreed to provide as part of the placement and will promptly notify the commissioning Local Authority and/or placing organisation where it believes that provision specified in the EHCP is not being delivered, cannot reasonably be delivered within the placement, or where the learner's needs have changed significantly.

AS2Educate will contribute appropriate evidence to statutory reviews and will support the learner and their parent/carer to participate meaningfully in the review process.

AS2Educate will monitor progress towards relevant EHCP outcomes, provide appropriate reports and evidence, contribute to annual reviews and work collaboratively with the learner, parent/carer, commissioning Local Authority, placing organisation and relevant professionals.

Where there is evidence that a learner's needs have changed significantly, that the placement may no longer be able to meet need, or that the provision set out within the EHCP requires review, AS2Educate will raise this promptly with the commissioning Local Authority and/or placing organisation and will contribute to consideration of whether an early or emergency review is required.

Where concerns arise regarding provision, these will be discussed promptly with commissioners.

Working with Parents, Carers and Learners

AS2Educate values collaborative working. Parents and carers are partners in their child's education.

Learners are encouraged to:

- express their views;
- contribute to planning;
- identify strengths;
- discuss barriers;
- evaluate support; and
- participate in review meetings.
- Communication with families includes:
 - review meetings;
 - progress updates;
 - attendance discussions;
 - transition planning;
 - EHCP reviews where applicable; and
 - informal contact when required.

Multi-Agency Working

AS2Educate works collaboratively with:

- Local Authorities;
- schools;
- Virtual Schools;
- SEND teams;
- Educational Psychologists;
- CAMHS;
- Speech and Language Therapists;
- Occupational Therapists;
- Children's Social Care;
- Youth Justice Services;
- careers professionals;
- employers;
- training providers; and
- health services.

Multi-agency working is child-centred, proportionate and timely. Information is shared lawfully to improve outcomes and safeguard learners.

Safeguarding Children with SEND

AS2Educate recognises that children with SEND may face additional safeguarding vulnerabilities.

Staff recognise that children with SEND may face additional safeguarding challenges and that additional barriers can exist when recognising abuse and neglect in this group. Staff will be alert to the risk that indicators of possible abuse may be assumed to relate to a child's disability or additional needs without further exploration, that children with SEND may be disproportionately impacted by bullying or child-on-child abuse, and that communication difficulties may create barriers to disclosure.

Where necessary, communication methods will be adapted so that the learner can express their views, wishes and concerns in a way that is accessible to them.

These may include:

- communication barriers;
- reduced independence;
- increased social isolation;
- difficulties recognising abuse;
- assumptions made by adults;
- increased vulnerability to exploitation;
- online abuse;
- bullying; and
- harmful sexual behaviour.

Staff will remain professionally curious and will never assume that indicators of abuse relate solely to disability or additional needs.

Reasonable Adjustments

AS2Educate will make reasonable adjustments for disabled learners in accordance with the Equality Act 2010 and will take proactive steps to identify and remove barriers to access, participation and learning.

Reasonable adjustments will be determined according to the individual learner's needs and circumstances and may relate to teaching and learning, communication, sensory needs, the physical environment, routines, timetables, assessment arrangements, behaviour support, attendance support, digital access, enrichment activities or other aspects of Provision life.

A learner will not be required to have a formal diagnosis or EHCP before reasonable adjustments are considered. Adjustments will be reviewed where needs, circumstances or the learning environment change, and the learner's views will be sought wherever practicable. Reasonable adjustments will be made to enable learners to communicate concerns safely.

All safeguarding concerns will be managed in accordance with the Safeguarding and Child Protection Policy.

Emotional Wellbeing and Trauma-Informed Practice

AS2Educate recognises that emotional wellbeing underpins learning. Support includes:

- trusted relationships;
- mentoring;
- co-regulation;
- restorative conversations;
- emotional literacy;
- physical activity;
- enrichment;
- therapeutic approaches where appropriate;
- vocational learning; and
- opportunities to experience success.

Behaviour is understood as communication. Responses prioritise understanding, regulation and restoration.

SEND and Behaviour

AS2Educate recognises that behaviour may be influenced by SEND, communication difficulties, sensory needs, emotional dysregulation, trauma or unmet need. Staff will consider whether behaviour may be communicating an additional need and whether existing support or reasonable adjustments remain appropriate.

SEND does not mean that harmful or unsafe behaviour will be ignored. Where behaviour presents a risk to the learner or others, AS2Educate will respond proportionately while considering the learner's individual needs, communication, disability, understanding and any reasonable adjustments that may be required.

Where concerning behaviour is repeated or escalating, staff will consider whether further assessment, revised support, additional reasonable adjustments or multi-agency

involvement is required. Behaviour support will be aligned with the AS2Educate Behaviour and Anti-Bullying Policy and Positive Handling Policy.

SEND and Attendance

AS2Educate recognises that SEND may contribute to barriers to attendance and engagement. Where a learner with SEND experiences repeated, persistent or prolonged absence, staff will seek to understand the underlying barriers and consider whether additional support or reasonable adjustments are required. Attendance difficulties will not automatically be treated as behavioural non-compliance.

At the same time, staff will remain professionally curious and will not assume that absence is explained solely by SEND, disability, anxiety or mental health. Safeguarding concerns associated with absence will be managed in accordance with the Safeguarding and Child Protection Policy and Attendance, Engagement and Inclusion Policy.

Preparing for Adulthood

Preparation for adulthood is embedded throughout the curriculum.

Learners develop:

- literacy;
- numeracy;
- digital skills;
- communication;
- employability;
- independence;
- financial capability;
- travel confidence;
- healthy relationships;
- workplace behaviours; and
- career planning.

Transition planning may include:

- further education;
- apprenticeships;
- supported internships;
- employment;
- specialist provision; or
- reintegration into another educational setting where appropriate.

Transitions

AS2Educate recognises that transitions can be particularly significant for learners with SEND. Where practicable, transition into AS2Educate will be planned collaboratively with the learner, parent/carer, commissioning organisation and relevant professionals. Appropriate information about needs, reasonable adjustments, communication, safeguarding, successful strategies and identified risks will be obtained and shared with staff who need it.

When a learner moves on from AS2Educate, relevant SEND and educational information will be transferred securely and promptly to the receiving education, training or other appropriate organisation in accordance with data protection and safeguarding requirements. Learners will be supported to understand and prepare for their next destination.

Equality, Inclusion and Accessibility

AS2Educate promotes equality of opportunity for all learners.

Reasonable adjustments are made where required to remove barriers to participation. No learner will experience discrimination because of disability or any other protected characteristic.

Monitoring Progress

Progress is monitored through:

- academic achievement;
- vocational achievement;
- attendance;
- learner engagement;
- wellbeing;
- EHCP outcomes;
- learner voice;
- parent feedback;
- destination outcomes; and
- commissioner reviews.

Support is adapted where progress is not being achieved.

Record Keeping and Confidentiality

AS2Educate will maintain appropriate records of identified SEND, assessments, learner and parent/carer views, reasonable adjustments, Individual Learning Plans, interventions, reviews, professional advice, EHCP information where applicable and significant decisions concerning SEND provision. Records will provide a clear account of identified need, support provided, review and the rationale for significant decisions.

SEND information will be:

- accurate;
- confidential;
- stored securely;
- shared only where there is a lawful basis;
- retained in accordance with AS2Educate's Records Retention Schedule; and
- managed in line with the Information Governance, Data Protection and Privacy Policy.

Complaints

Concerns regarding SEND provision should initially be discussed with the Provision Manager or Deputy Provision Manager.

AS2Educate's Complaints Policy applies to concerns about the services and provision for which AS2Educate is responsible. Complaints or disagreements concerning a Local Authority's statutory SEND decisions, including decisions relating to an EHC needs assessment, the content or maintenance of an EHCP, placement or other matters for which

the Local Authority is legally responsible, must be pursued through the relevant Local Authority's statutory complaints, mediation and/or SEND Tribunal arrangements as applicable. AS2Educate will provide appropriate information to support learners and families in understanding which organisation is responsible for addressing their concern.

Where concerns remain unresolved, they may be managed through the AS2Educate Complaints Policy.

Monitoring and Review

This Policy will be reviewed annually or sooner where legislation, statutory guidance or operational practice changes.

The Senior Leadership Team (SLT) will review SEND provision at least annually and will monitor relevant themes and emerging concerns throughout the year, including patterns of identified need, effectiveness of reasonable adjustments and interventions, learner outcomes, attendance and engagement, safeguarding themes, behaviour and suspension data where relevant, learner and parent/carer voice, staff training needs and feedback from commissioners.

The purpose of monitoring is to identify themes, evaluate the effectiveness of provision, address any disproportionate outcomes and inform curriculum, staffing, training and resource decisions.

Appendix 1 – AS2Educate SEND Information and Provision Report

About AS2Educate

AS2Educate is an independent Alternative Provision providing personalised education and support for young people who may have experienced barriers to accessing or succeeding within mainstream education.

Many learners referred to AS2Educate have experienced disrupted education, difficulties with attendance or engagement, trauma or adverse experiences, social, emotional and mental health needs (SEMH), Special Educational Needs and Disabilities (SEND), or a combination of educational, social and emotional needs.

Our approach is relational, trauma-informed and inclusive. We aim to understand each learner as an individual, recognise their strengths and aspirations, identify the barriers affecting their education and provide appropriate support to enable them to make progress and prepare successfully for adulthood.

We maintain high expectations for learners while recognising that the support required to achieve those expectations will differ from one learner to another.

Assessing Whether AS2Educate Can Meet Need

AS2Educate considers each referral individually. Information provided by the commissioning organisation, learner, parent/carer and relevant professionals is reviewed to determine whether AS2Educate can safely and appropriately meet the learner's educational, SEND, safeguarding and wellbeing needs within the proposed placement.

Where a learner has an Education, Health and Care Plan (EHCP), AS2Educate will consider the needs, outcomes and provision identified within the Plan alongside the proposed placement arrangements and the provision AS2Educate is being commissioned to deliver. Where AS2Educate considers that it cannot safely or reasonably provide the level or type of specialist provision a learner requires, this will be discussed openly with the commissioning organisation. AS2Educate will not represent itself as able to provide specialist clinical, therapeutic, medical or educational provision that falls outside its competence, staffing, facilities or commissioned role.

Where appropriate, AS2Educate will work collaboratively with the commissioning organisation and relevant professionals to consider whether reasonable adjustments, additional support or changes to the proposed placement arrangements could enable the learner's needs to be met safely and effectively.

Decisions are based upon the individual learner and the evidence available and will not be made solely on the basis of a diagnosis, disability, category of SEND or previous placement history. This reflects the approach now established within the main SEND Policy.

What Types of SEND Do We Support?

AS2Educate supports learners with a broad range of additional needs across the four broad areas identified within the SEND Code of Practice.

These may include:

Communication and Interaction – including speech, language and communication needs, social communication differences and autism.

Cognition and Learning – including specific learning difficulties, literacy and numeracy difficulties, difficulties with memory, processing or executive functioning and other barriers affecting learning.

Social, Emotional and Mental Health – including anxiety, emotional regulation difficulties, difficulties associated with trauma or adverse experiences, attention and concentration needs and other social or emotional barriers affecting access to education.

Sensory and/or Physical Needs – including sensory processing needs, physical disabilities and physical or medical needs which affect access to education and/or give rise to SEND. These categories are used to support understanding and planning; they do not define the learner. Needs frequently overlap and may change over time.

A medical condition does not automatically mean that a learner has SEND, and a learner does not need to have an EHCP or formal diagnosis before AS2Educate considers what support or reasonable adjustments may be required.

How Do We Identify SEND and Additional Needs?

Identification begins before or at referral wherever possible and continues throughout the learner's placement.

AS2Educate considers information from the learner, parent/carer, commissioning school or Local Authority, previous educational settings, EHCPs where applicable, educational and health professionals, referral documentation, safeguarding information, attendance information, baseline and ongoing assessment and observations made by staff.

Assessment is holistic. We consider academic progress alongside communication, emotional wellbeing, relationships, regulation, engagement, independence, strengths, aspirations and barriers to participation.

Low attainment, slow progress, poor attendance or challenging behaviour will not automatically be assumed to indicate SEND. Equally, a learner achieving at an expected academic level may still have SEND or require reasonable adjustments.

Staff will consider other factors which may affect learning or engagement, including disrupted education, trauma, safeguarding concerns, attendance, English as an additional language and social circumstances.

Support will not be delayed simply because a learner is awaiting a diagnosis.

How Do We Assess, Plan and Review Support?

AS2Educate uses a graduated approach of **Assess, Plan, Do and Review**.

Assess: We build an understanding of the learner's strengths, needs, experiences and barriers using information from the learner, family, commissioners, professionals, assessment and staff observation.

Plan: Appropriate outcomes, reasonable adjustments, strategies and interventions are agreed. Where appropriate, these are recorded within an Individual Learning Plan or other relevant learner planning documentation.

Do: Staff implement agreed support through inclusive teaching, reasonable adjustments, targeted intervention and consistent approaches across the learner's programme.

Review: We evaluate whether support is working using evidence such as progress, engagement, attendance, wellbeing, learner voice, parent/carers feedback and professional observations.

Support is adapted where needs change or where existing strategies are not sufficiently effective. Further professional advice or multi-agency involvement may be sought where appropriate.

What Support May Be Available?

Support is individual and will depend upon assessed need, the nature of the placement and what AS2Educate has been commissioned to provide.

Support may include adaptive teaching, Individual Learning Plans, small-group or individual support, literacy and numeracy intervention, mentoring, communication support, visual resources, sensory adaptations, emotional regulation strategies, assistive technology, adapted resources, pastoral support, practical and vocational learning, enrichment opportunities and preparation for adulthood.

Predictable routines, positive relationships and a calm and supportive learning environment are central to our approach.

Support is intended to develop independence rather than create unnecessary dependence. Learners are encouraged to understand their own strengths, needs and successful strategies and to become increasingly involved in decisions about their education.

How Do We Make Reasonable Adjustments?

AS2Educate seeks to identify and remove barriers which may prevent disabled learners from accessing education or participating fully in Provision life.

Reasonable adjustments are determined according to the individual learner's circumstances and may relate to teaching, communication, sensory needs, routines, the physical environment, timetables, assessment arrangements, behaviour support, attendance support, digital access, resources or participation in activities.

A learner does not need a formal diagnosis or EHCP before reasonable adjustments are considered.

The learner's views will be actively sought and taken into account in a manner appropriate to their age, understanding and communication needs. Adjustments will be reviewed as the learner's needs or circumstances change.

What Happens if a Learner Has an EHCP?

Where a learner has an EHCP, AS2Educate will obtain and consider the current Plan and relevant supporting information.

Staff who work directly with the learner will receive the information they need to understand the learner's identified needs, relevant outcomes, agreed provision, reasonable adjustments and safeguarding considerations.

AS2Educate will deliver those elements of provision that it has agreed to provide as part of the placement. We will monitor relevant EHCP outcomes, provide evidence of progress and contribute to annual reviews and other statutory review processes where required.

The learner and their parent/carer will be supported to participate meaningfully in the review process.

If AS2Educate believes that a learner's needs have changed significantly, that agreed provision cannot reasonably be delivered within the placement or that the placement may no longer be able to meet need, this will be raised promptly with the commissioning Local Authority and/or placing organisation. AS2Educate will contribute to consideration of whether an early or emergency review may be required.

How Are Learners and Parents/Carers Involved?

Learners are active participants in decisions about their education.

We encourage learners to express their views, identify their strengths and aspirations, explain what they find difficult, identify strategies that help them and contribute to planning and reviewing their support.

Communication will be adapted where necessary so that learners with communication difficulties can participate meaningfully.

Parents and carers are valued as partners. Depending upon the learner's placement and circumstances, communication may include progress updates, review meetings, attendance discussions, transition planning, EHCP reviews and informal contact.

We recognise that parents and carers often hold important knowledge about what works well for their child and what may create barriers or distress.

How Does AS2Educate Work With Other Professionals?

SEND support is often most effective when organisations work together.

Depending upon individual need, AS2Educate may work with Local Authorities, schools, Virtual Schools, SEND teams, Educational Psychologists, CAMHS, Speech and Language

Therapists, Occupational Therapists, health professionals, Children's Social Care, Youth Justice Services, careers professionals, employers, colleges and training providers.

Information is shared lawfully, proportionately and on a need-to-know basis to improve outcomes and safeguard learners.

SEND and Safeguarding

Children with SEND can face additional safeguarding challenges and may experience additional barriers to recognising, communicating or reporting abuse.

Staff remain alert to the possibility that signs of abuse or neglect may incorrectly be attributed to a learner's disability or additional needs. Learners with SEND may also experience increased vulnerability to bullying child-on-child abuse, exploitation, online harm or harmful sexual behaviour.

Communication difficulties must never be treated as a reason for a learner's views not to be heard. Where necessary, communication methods will be adapted to enable the learner to communicate worries, wishes and concerns safely.

Staff remain professionally curious and will not assume that changes in behaviour, presentation or emotional wellbeing are explained solely by SEND or disability. Safeguarding concerns are managed in accordance with AS2Educate's Safeguarding and Child Protection Policy.

SEND, Emotional Wellbeing and Behaviour

AS2Educate recognises that behaviour can communicate need. SEND, communication difficulties, sensory needs, trauma, emotional dysregulation or other unmet needs may influence how a learner presents or responds to situations.

Staff seek to understand what may be contributing to behaviour and whether existing support or reasonable adjustments remain appropriate.

SEND does not mean that harmful or unsafe behaviour will be ignored. Where behaviour presents a risk to the learner or others, AS2Educate will respond proportionately while considering the learner's disability, communication, understanding, individual needs and reasonable adjustments.

Repeated or escalating concerns may result in further assessment, revised support, additional reasonable adjustments or multi-agency involvement.

SEND and Attendance

AS2Educate recognises that SEND, disability, anxiety, sensory needs and emotional or mental health difficulties can create barriers to regular attendance and engagement. Where attendance difficulties emerge, staff will seek to understand the reasons and consider what support, or reasonable adjustments may help the learner access education successfully. Attendance difficulties will not automatically be treated as behavioural non-compliance.

However, staff will not assume that repeated, persistent, prolonged or unexplained absence is caused solely by SEND, disability, anxiety or mental health. Patterns of absence will also be considered from a safeguarding perspective and responded to in accordance with AS2Educate's Attendance, Engagement and Inclusion Policy and Safeguarding and Child Protection Policy.

Personalised and Reduced Timetables

A personalised timetable may form part of a learner's educational programme where this is appropriate to their individual needs and placement.

Where this involves a temporary reduction in attendance at AS2Educate, it will not be used routinely as a response to SEND, behaviour or attendance difficulties. There will be a clear rationale, appropriate educational and safeguarding arrangements, agreement with the relevant commissioning or placing organisation and regular review.

The intention will be to maximise the learner's access to suitable education according to their individual needs and circumstances.

How Do We Support Transition and Preparation for Adulthood?

Preparation for adulthood is embedded throughout AS2Educate's curriculum and wider provision.

Learners are supported to develop literacy, numeracy, digital skills, communication, independence, employability, financial capability, healthy relationships, workplace behaviours, travel confidence and career-planning skills.

Depending upon age and individual circumstances, transition planning may support progression to further education, apprenticeships, supported internships, employment, specialist provision or reintegration into another educational setting.

We recognise that transitions can be particularly significant for learners with SEND. When a learner joins AS2Educate, we seek appropriate information about their needs, successful strategies, reasonable adjustments, communication and safeguarding.

When a learner moves on, relevant SEND and educational information will be transferred securely and promptly to the receiving organisation, and the learner will be supported to understand and prepare for their next destination.

How Do We Monitor Progress and the Effectiveness of Support?

Progress is considered broadly and is not limited to academic attainment.

Depending upon the learner and placement, we may consider academic and vocational achievement, attendance, engagement, wellbeing, progress towards EHCP or individual outcomes, learner voice, parent/carers feedback, destination outcomes and feedback from commissioners.

Where support is not producing the intended outcome, it will be reviewed and adapted. At organisational level, AS2Educate's Senior Leadership Team reviews SEND provision and considers patterns of need, the effectiveness of reasonable adjustments and interventions, learner outcomes, attendance and engagement, safeguarding themes, behaviour and suspension data where relevant, learner and parent/carer voice, staff development needs and commissioner feedback.

How Is SEND Information Recorded and Shared?

AS2Educate maintains appropriate records of identified needs, assessments, learner and parent/carer views, reasonable adjustments, Individual Learning Plans, interventions, reviews, professional advice, EHCP information where applicable and significant SEND decisions.

Information is stored securely and shared only where there is an appropriate lawful basis and professional need to do so. Records are managed in accordance with AS2Educate's Information Governance, Data Protection and Privacy Policy and applicable records-retention arrangements.

What Should I Do if I Have a Concern About SEND Provision?

Parents/carers, learners and commissioning professionals are encouraged to raise concerns at an early stage so that they can be discussed and, wherever possible, resolved promptly. Concerns about SEND provision provided by AS2Educate should initially be raised with the Provision Manager or Deputy Provision Manager.

Where the concern relates to a statutory decision made by a Local Authority—for example, an EHC needs assessment, the content or maintenance of an EHCP, placement or another matter for which the Local Authority is legally responsible—the appropriate Local Authority complaints, mediation and/or SEND Tribunal arrangements may apply.

AS2Educate will help learners and families understand which organisation is responsible for addressing their concern. Complaints concerning AS2Educate itself may be pursued through the AS2Educate Complaints Policy.

Further Information

Further information about AS2Educate's approach to SEND should be read alongside the:

- SEND Policy;
- Safeguarding and Child Protection Policy;
- Behaviour and Anti-Bullying Policy;
- Attendance, Engagement and Inclusion Policy;
- Positive Handling Policy;
- Complaints Policy; and
- Information Governance, Data Protection and Privacy Policy.

Information about statutory SEND services, EHC needs assessments, mediation, SENDIASS and the Local Offer is available through the learner's relevant Local Authority.

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 2027
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
September 26	Full policy review