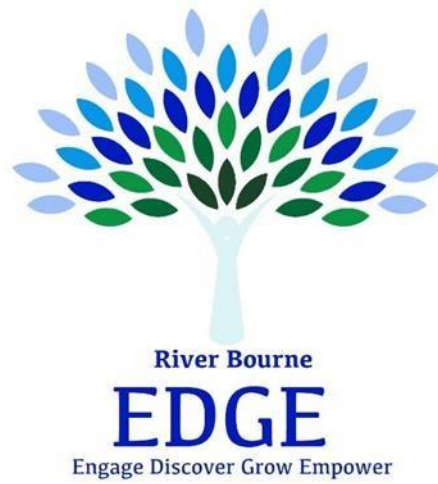




“ENGAGE,DISCOVER,GROW,EMPOWER”

SEND Policy

1. Introduction

At the River Bourne Edge, we are committed to providing a supportive, inclusive environment where all learners, regardless of their special educational needs or disabilities (SEND), can thrive. As an alternative education provision (AEP), we work in close partnership with schools, local authorities, families, and external agencies to ensure that every student we support receives appropriate, high-quality education that meets their individual needs.

2. Aims and Objectives

Our SEND policy aims to:

- Ensure that students with SEND are identified, supported, and included fully in all aspects of learning at the River Bourne Edge.
- Work collaboratively with commissioning schools and agencies to meet the specific needs of each learner.
- Promote a positive, flexible, and person-centred approach to education that values each student's strengths and aspirations.
- Provide tailored interventions that help students to re-engage with education, improve self-confidence, and achieve positive outcomes.

3. Legal Framework

This policy is written in line with the following legislation and guidance:

- Children and Families Act
- SEND Code of Practice (0-25 years)
- Equality Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education

Although the River Bourne Edge is not a school, we adhere to these principles and responsibilities as part of our duty of care to students and our service to commissioning schools.

4. Definition of SEND

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

A student has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others the same age; or
- Have a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream settings.

5. Identification and Assessment of SEND

The River Bourne Edge does not independently diagnose SEND but works with commissioning schools, parents/carers, and external professionals to:

- Review the SEND profile of each referred student
- Assess how our provision can best meet their needs
- Adjust learning approaches accordingly

We rely on detailed referral documentation, including EHCPs (where applicable), school support plans, behaviour reports, and personal learning targets.

6. Provision for Students with SEND

We offer flexible, personalised learning opportunities including:

- Adapted curriculum delivery
- Small group and 1:1 support
- Social, emotional and mental health (SEMH) interventions
- Mentoring and therapeutic support
- Positive behaviour strategies
- Regular feedback and communication with schools and parents/carers

All staff receive ongoing training in RP, trauma-informed practice, neurodiversity, and inclusive education strategies.

7. Roles and Responsibilities

Head and Deputy Head

- Leads SEND provision across River Bourne Edge
- Works with commissioning schools' SENDCos to share information and co-develop strategies
- Coordinates training, support, and monitoring of interventions
- Liaises with families and external agencies where appropriate

Teaching and Support Staff

- Deliver differentiated learning based on student needs
- Record and review progress regularly
- Implement support strategies consistently