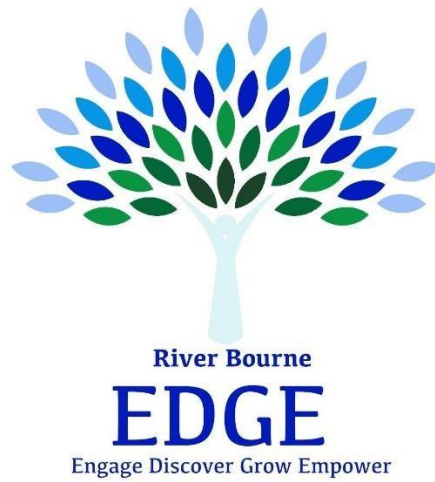




River Bourne Edge Alternative Provision

SEND Policy

Policy Owner: Head of Provision
Approved by: Senior Leadership Team
Policy Date: July 2026
Review Date: July 2027

1. Policy Statement

The River Bourne Edge is committed to providing a safe, inclusive and nurturing environment where every student is valued as an individual and supported to achieve their full potential.

We recognise that many of our students have Special Educational Needs and Disabilities (SEND), alongside additional social, emotional and mental health needs, previous adverse childhood experiences, disrupted education or other barriers to learning.

Our approach is built upon positive relationships, restorative practice, trauma-informed approaches and high aspirations for every learner.

We believe that every student deserves an education that recognises their strengths, responds to their individual needs and enables them to develop the confidence, skills and resilience needed for adulthood.

2. Purpose

The purpose of this policy is to:

- ensure students with SEND receive high-quality, personalised support;
 - promote equality of opportunity and remove barriers to learning;
 - work collaboratively with families, commissioning schools and external professionals;
 - ensure that SEND provision reflects current legislation and best practice;
 - support students to achieve positive educational, social and emotional outcomes;
 - promote independence, confidence and preparation for adulthood.
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3. Our Approach

At The River Bourne Edge we recognise that no two students are the same.

Many of the young people we support have experienced disrupted education, anxiety, trauma, neurodiversity, social and emotional difficulties or previous negative experiences of school.

For this reason, our provision is based upon:

- restorative practice;
- trauma-informed approaches;
- positive and trusting relationships;
- personalised learning;
- flexibility;
- therapeutic support;
- high expectations;
- recognising and celebrating individual strengths.

Rather than asking students to fit a standard model of education, we adapt our practice to meet individual needs wherever reasonably possible.

We believe that students learn best when they feel safe, respected, understood and able to succeed.

4. Scope

This policy applies to all students attending The River Bourne Edge, including those attending through:

- Education, Health and Care Plans (EHCPs);
- commissioned placements;
- alternative provision placements;
- personalised timetables;
- short-term intervention placements;
- post-16 programmes.

The policy also applies to all staff, volunteers and professionals working on behalf of The River Bourne Edge.

5. Legislation and Guidance

This policy has been developed in accordance with current legislation and statutory guidance, including:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0–25 Years
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Education Act 1996
- Children Act 1989
- Children Act 2004
- Keeping Children Safe in Education (Current Edition)
- Working Together to Safeguard Children (Current Edition)

The River Bourne Edge will review this policy whenever significant changes to legislation or statutory guidance occur.

6. Definition of SEND

The River Bourne Edge adopts the definition of Special Educational Needs and Disabilities (SEND) set out within the SEND Code of Practice.

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 them.

A young person has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than others of the same age; or

- have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.
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7. The Four Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need.

Students attending The River Bourne Edge may experience needs within one or more of these areas.

Communication and Interaction

Including:

- Autism Spectrum Condition (ASC);
 - Speech, Language and Communication Needs (SLCN);
 - social communication differences.
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Cognition and Learning

Including:

- specific learning difficulties;
 - moderate learning difficulties;
 - severe learning difficulties;
 - difficulties with literacy, numeracy and processing.
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Social, Emotional and Mental Health (SEMH)

Including:

- anxiety;
- attachment difficulties;
- trauma;
- emotional regulation;
- ADHD;
- behaviour linked to unmet needs;
- low self-esteem.

Many students attending The River Bourne Edge require support within this area alongside other SEND needs.

Sensory and/or Physical Needs

Including:

- visual impairment;
 - hearing impairment;
 - physical disabilities;
 - sensory processing differences;
 - medical conditions affecting learning.
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8. Identifying and Understanding Need

The River Bourne Edge does not diagnose Special Educational Needs and Disabilities.

Instead, we work in partnership with commissioning schools, parents and carers, local authorities and external professionals to understand each student's strengths, needs and aspirations.

Before a placement begins, we will normally review available information including:

- Education, Health and Care Plans (EHCPs);
- SEND Support plans;
- Educational Psychology reports;
- therapy reports;
- behaviour support plans;
- risk assessments;
- attendance information;
- safeguarding information;
- previous school reports.

This information helps us plan appropriate provision from the student's first day.

9. Assess – Plan – Do – Review

The River Bourne Edge supports the graduated approach described within the SEND Code of Practice.

Working with commissioning schools, families and professionals we contribute to the **Assess – Plan – Do – Review** cycle.

This includes:

Assess

- understanding each student's strengths and needs;
- reviewing existing assessments and reports;
- gathering views from students, families and professionals.

Plan

- agreeing appropriate outcomes;
- identifying reasonable adjustments;
- planning personalised support strategies.

Do

- delivering high-quality teaching;
- implementing agreed interventions;
- adapting learning and support where required.

Review

- monitoring progress;
- evaluating the effectiveness of support;
- reviewing outcomes with commissioning schools and families;
- adapting provision as students develop.

The graduated approach ensures that support remains responsive to each student's changing needs.

10. Roles and Responsibilities

Head of Provision

The Head of Provision has overall responsibility for ensuring that students with SEND receive high-quality provision that reflects their individual needs.

The Head of Provision will:

- promote an inclusive culture across the organisation;
- ensure this policy is implemented consistently;
- work collaboratively with commissioning schools and local authorities;
- oversee the quality of SEND provision;
- ensure staff receive appropriate training and support;
- monitor outcomes for students with SEND;
- ensure statutory responsibilities are fulfilled.

Teaching and Support Staff

All staff are responsible for supporting students with SEND.

Staff will:

- build positive, trusting relationships with students;
- deliver high-quality, personalised teaching;
- implement agreed support strategies consistently;
- make reasonable adjustments where appropriate;
- monitor progress and wellbeing;
- contribute to reviews and planning meetings;
- communicate regularly with colleagues and families where appropriate;

- promote independence, confidence and self-esteem.

Every member of staff has a responsibility to remove barriers to learning wherever reasonably possible.

Students

Students are encouraged to play an active role in their learning.

Where appropriate, students will be supported to:

- express their views;
- contribute to planning their learning;
- identify strategies that help them succeed;
- participate in review meetings;
- develop independence and self-advocacy skills.

Student voice is an important part of understanding what works well and identifying areas where further support may be required.

Parents and Carers

Parents and carers are recognised as partners in their child's education.

We will work collaboratively by:

- listening to parental views;
 - sharing information openly;
 - discussing progress regularly;
 - involving families in reviews where appropriate;
 - working together to identify solutions where concerns arise.
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11. Provision and Support

Provision at The River Bourne Edge is flexible and personalised to meet individual needs.

Support may include:

- adapted curriculum delivery;
- differentiated teaching;
- small-group learning;
- one-to-one support where appropriate;
- Functional Skills programmes;
- therapeutic and restorative approaches;
- emotional wellbeing support;
- communication strategies;
- sensory adjustments;
- regulation strategies;

- vocational and practical learning opportunities;
- life skills and preparation for adulthood.

Support is regularly reviewed to ensure it remains appropriate and effective.

12. Reasonable Adjustments

The River Bourne Edge is committed to making reasonable adjustments in accordance with the Equality Act 2010.

Adjustments may include:

- adapting teaching methods;
- modifying learning resources;
- adjusting the learning environment;
- providing additional adult support where appropriate;
- adapting communication methods;
- allowing additional processing time;
- providing movement or sensory breaks;
- adapting routines where necessary.

Reasonable adjustments are considered individually and reviewed regularly to ensure they continue to meet each student's needs.

13. Education, Health and Care Plans (EHCPs)

Many students attending The River Bourne Edge have an Education, Health and Care Plan (EHCP).

Where students have an EHCP, The River Bourne Edge will:

- implement agreed provision within our setting;
- contribute towards agreed outcomes;
- monitor progress regularly;
- provide reports for Annual Reviews;
- attend review meetings where appropriate;
- work collaboratively with commissioning schools, local authorities and families.

Where students receive SEND Support without an EHCP, we will work with commissioning schools to ensure appropriate provision continues to meet their needs.

14. Partnership Working

Effective SEND provision relies upon strong partnerships.

The River Bourne Edge works closely with:

- commissioning schools;

- parents and carers;
- local authorities;
- SEND Case Officers;
- SENDCOs;
- Educational Psychologists;
- Speech and Language Therapists;
- Occupational Therapists;
- CAMHS;
- Social Workers;
- Virtual Schools;
- other professionals involved in supporting the student.

Sharing information appropriately enables us to provide coordinated, consistent support.

15. Staff Training

The River Bourne Edge is committed to ensuring staff have the knowledge and confidence to support students with SEND effectively.

Training may include:

- restorative practice;
- trauma-informed approaches;
- autism awareness;
- ADHD;
- neurodiversity;
- communication and interaction needs;
- emotional regulation;
- attachment and developmental trauma;
- positive behaviour support;
- safeguarding;
- mental health awareness.

Professional development is reviewed regularly to reflect the changing needs of our students.

16. Monitoring and Evaluation

The effectiveness of SEND provision is reviewed regularly.

Monitoring may include:

- student progress;
- attendance;
- engagement;
- wellbeing;
- behaviour;
- achievement of EHCP outcomes;
- feedback from students;
- feedback from families;

- feedback from commissioning schools;
- staff observations.

The information gathered is used to continually improve the quality of provision and ensure support remains responsive to students' needs.

17. Accessibility

The River Bourne Edge is committed to ensuring that students with SEND can access learning and participate fully in all aspects of provision.

We continually review:

- access to the curriculum;
- access to information;
- the learning environment;
- communication methods;
- reasonable adjustments.

Accessibility is considered as part of everyday practice and when planning future developments.

18. Transition and Preparation for Adulthood

Supporting successful transitions is an important part of our SEND provision.

Where appropriate, we work with students, families, commissioning schools and other professionals to support transitions into, through and beyond The River Bourne Edge.

Preparation for adulthood is embedded throughout our curriculum and may include:

- developing independence;
- communication skills;
- employability skills;
- community participation;
- travel confidence where appropriate;
- life skills;
- decision-making and self-advocacy.

We aim to ensure that every young person leaves The River Bourne Edge with greater confidence, resilience and readiness for their next stage of education, employment or training.

19. Related Policies

This policy should be read alongside:

- Equality, Diversity and Inclusion Policy

- Attendance Policy
 - Behaviour Policy
 - Safeguarding and Child Protection Policy
 - Anti-Bullying Policy
 - Accessibility Plan
 - Supporting Students with Medical Conditions Policy
 - Data Protection Policy
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20. Policy Review

This policy will be reviewed:

- annually;
- following changes to legislation or statutory guidance;
- following significant changes to SEND provision;
- where monitoring identifies areas requiring improvement.

The review will be undertaken by the Head of Provision in consultation with the Senior Leadership Team.

21. Policy Summary

At The River Bourne Edge we believe that every student deserves an education that recognises their individual strengths, understands their needs and enables them to flourish.

Our SEND provision is rooted in restorative practice, positive relationships and trauma-informed approaches. We work collaboratively with students, families, commissioning schools and partner agencies to remove barriers, promote inclusion and support every young person to achieve their full potential.

Our aim is not simply to meet statutory responsibilities, but to provide a learning environment where every student feels safe, valued, understood and empowered to succeed.