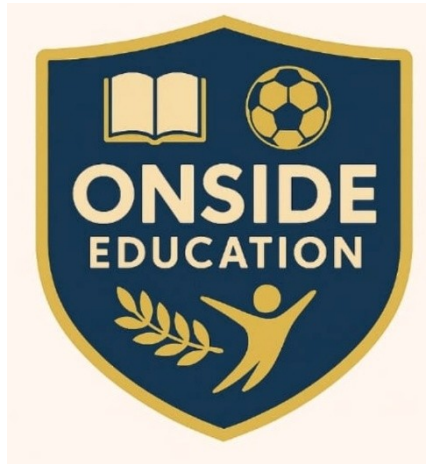




Onside Education

SEND and Inclusion Policy

Issue Date: Sept 2025

Review Date Sept 2026

1. Policy Statement

Onside Education is committed to providing an inclusive, high-quality education that enables every pupil to achieve their potential regardless of need, background or starting point.

We recognise that many pupils attending alternative provision present with complex and overlapping needs, including:

- Social, Emotional and Mental Health (SEMH) needs;
- Special Educational Needs and Disabilities (SEND);
- Adverse Childhood Experiences (ACEs);
- Speech, Language and Communication Needs;
- Learning difficulties;
- Attendance difficulties;
- Safeguarding vulnerabilities;
- Behavioural needs.

We are committed to removing barriers to learning, promoting inclusion, supporting positive outcomes and ensuring that all pupils can access a broad, balanced and ambitious curriculum.

Our approach is trauma-informed, relational and pupil-centred, recognising that behaviour is often a form of communication and that successful learning is built upon strong relationships, safety and belonging.

2. Aims

The aims of this policy are to:

- Ensure all pupils can access an appropriate education.
- Identify and meet individual needs effectively.
- Promote inclusion, equality and high expectations.
- Support pupils to make progress from their starting points.
- Ensure compliance with SEND legislation and guidance.

- Work collaboratively with parents, schools, local authorities and external agencies.
- Support successful reintegration, transition or progression into further education, employment or training.

3. Legislative Framework

This policy is informed by:

- SEND Code of Practice (2015)
- Children and Families Act 2014
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE) 2025
- Independent School Standards Regulations
- Working Together to Safeguard Children
- Human Rights Act 1998

4. Definition of SEND

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

Needs may fall within one or more of the following broad areas:

Communication and Interaction

Including:

- Autism Spectrum Condition (ASC)
- Speech, Language and Communication Needs

Cognition and Learning

Including:

- Moderate Learning Difficulties
- Specific Learning Difficulties

- Literacy and Numeracy difficulties

Social, Emotional and Mental Health (SEMH)

Including:

- Anxiety
- Trauma-related needs
- Emotional regulation difficulties
- Attachment difficulties

Sensory and Physical Needs

Including:

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical needs

At Onside Education, SEMH needs frequently present alongside other SEND needs.

5. SEND Leadership and Coordination

Onside Education does not currently employ a designated Special Educational Needs Coordinator (SENCO). The Head of Provision acts as the school's SEND Lead and is responsible for coordinating SEND provision, monitoring outcomes and ensuring compliance with SEND responsibilities.

Responsibility for coordinating SEND provision rests with the Head of Provision, supported by the Designated Safeguarding Lead and external SEND specialists where appropriate.

The Head of Provision has sufficient authority, time and resources to:

- Coordinate SEND provision.
- Monitor pupil progress.
- Oversee Individual Learning Plans.

- Liaise with parents and carers.
- Work with local authorities and commissioning schools.
- Coordinate EHCP reviews and planning.
- Ensure staff receive appropriate guidance and support.

The school may commission external SEND consultancy support to provide specialist advice regarding:

- SEND assessment;
- EHCP implementation;
- Annual reviews;
- Intervention planning;
- Staff development;
- Quality assurance of provision.

6. Identification and Assessment

Pre-Admission Assessment

Prior to admission, the school will consider:

- Referral information.
- EHCP documentation (where applicable).
- Previous attainment.
- Safeguarding information.
- Attendance information.
- Behaviour and SEMH needs.
- Existing professional reports.

Baseline Assessment

All pupils undertake baseline assessment on entry, including:

Academic Assessment

- Reading age assessment
- Literacy assessment
- Numeracy assessment
- Functional Skills screening

SEMH Assessment

- Thrive assessment
- Behaviour profiling
- Emotional wellbeing assessment

Wider Assessment

- Attendance review
- Strengths and interests profile
- Safeguarding and risk assessment

7. Graduated Approach (Assess–Plan–Do–Review)

Onside Education follows the Assess–Plan–Do–Review (APDR) cycle.

Assess

- Baseline assessments
- Review of previous records
- EHCP outcomes
- Parent and pupil views
- Behaviour and SEMH information

Plan

- Individual Learning Plan (ILP)
- Personalised targets
- Reasonable adjustments
- Support strategies

- Intervention planning

Do

- High-quality adaptive teaching
- Targeted interventions
- Small-group learning
- Pastoral and SEMH support

Review

- Fortnightly ILP monitoring
- Six-week formal reviews
- Progress discussions with stakeholders
- Adaptation of provision as required

8. Individual Learning Plans (ILPs)

Every pupil has an Individual Learning Plan.

ILPs identify:

- Strengths
- Areas of need
- Academic targets
- SEMH targets
- Behaviour and engagement goals
- Reasonable adjustments
- Support strategies

Where pupils have an EHCP, ILPs will reflect and support EHCP outcomes.

ILPs are reviewed regularly with pupils, parents and commissioning schools.

9. Provision and Support

Provision may include:

Academic Support

- Functional Skills
- GCSE support
- Literacy interventions
- Numeracy interventions
- Reading programmes

SEMH Support

- Daily emotional check-ins
- Thrive-informed interventions
- Regulation support
- Key worker support
- Pastoral mentoring

Vocational and Engagement Programmes

- Sport and fitness
- Construction and woodwork
- Cooking and life skills
- Hair and beauty
- Music technology
- Esports
- Careers education

10. Inclusive Teaching and Reasonable Adjustments

All staff are teachers of pupils with SEND.

Teaching will be:

- Adaptive

- Structured
- Predictable
- Trauma-informed
- Responsive to individual need

Reasonable adjustments may include:

- Visual supports
- Chunked tasks
- Flexible timings
- Alternative recording methods
- Movement breaks
- Additional adult support
- Adapted resources

11. Behaviour and Inclusion

Onside Education recognises that behaviour may be a form of communication.

Behaviour will be understood within the context of:

- SEND
- SEMH needs
- Trauma
- Developmental stage
- Environmental factors

The school maintains:

- Clear expectations
- Safe boundaries
- Consistent routines
- Restorative approaches

Where appropriate, reasonable adjustments, support plans and targeted interventions will be implemented.

12. Accessibility

The school maintains an Accessibility Plan which outlines arrangements to:

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

Accessibility arrangements are reviewed annually.

13. Assistive Technology

Where appropriate, pupils may access:

- Lexia
- Assistive reading software
- Speech-to-text technology
- Laptops and tablets
- Visual learning tools
- Specialist resources

Use of assistive technology will be determined according to individual need.

14. Exam Access Arrangements

Where pupils undertake accredited qualifications, the school will consider and implement appropriate examination access arrangements in accordance with awarding body regulations and evidence of need.

This may include:

- Extra time
- Reader support

- Scribe support
- Rest breaks
- Alternative rooming arrangements

15. Equality and Inclusion

Onside Education is committed to equality of opportunity and compliance with the Equality Act 2010.

The school will:

- Eliminate discrimination.
- Advance equality of opportunity.
- Foster positive relationships.
- Promote inclusion for all pupils.

16. Working with Parents, Schools and External Agencies

Partnership working is central to effective SEND provision.

The school works collaboratively with:

- Parents and carers.
- Referring schools.
- Local authorities.
- Educational psychologists.
- CAMHS.
- Social workers.
- Health professionals.
- SEND consultants.

Parents are encouraged to participate fully in planning and review processes.

Where pupils have an EHCP, Onside Education will contribute to and support annual review processes, providing evidence of progress, attainment, attendance, engagement and outcomes.

17. Preparing for Adulthood

Where appropriate, particularly for older pupils and those with EHCPs, preparation for adulthood will be embedded within provision.

This may include:

- Careers education.
- Employability skills.
- Independent living skills.
- Community participation.
- Transition planning.
- Further education pathways.

18. Monitoring Progress

Progress is monitored through:

- ILP reviews.
- Academic assessment.
- Attendance analysis.
- Behaviour monitoring.
- Thrive reviews.
- Student voice.
- Parent feedback.

Reports are shared with commissioning schools and parents in accordance with placement arrangements.

19. SEND Information Report

The school maintains a SEND Information Report which provides information regarding:

- Types of SEND supported.
- Assessment arrangements.
- Available provision.
- Intervention pathways.
- Accessibility arrangements.
- Complaints procedures.
- Local Authority Local Offer information.

Parents and carers will be directed to the relevant Local Authority Local Offer for additional information regarding SEND services, support and statutory processes.

20. Concerns and Complaints

Parents and carers who have concerns regarding SEND provision should initially contact the Head of Provision.

Where concerns cannot be resolved informally, parents may access the school's Complaints Policy.

21. Training and Professional Development

Staff receive regular training in:

- SEND awareness.
- SEMH needs.
- Trauma-informed practice.
- Adaptive teaching.
- Behaviour support.

- Safeguarding.
- De-escalation strategies.

Training needs are reviewed annually.

22. Safeguarding and SEND

The school recognises that children with SEND may face additional safeguarding challenges.

Staff understand that pupils with SEND may be:

- More vulnerable to abuse or neglect.
- Less likely to report concerns.
- More vulnerable to exploitation.
- More vulnerable online.

Safeguarding considerations are embedded throughout all SEND practice.

Concerns will be reported immediately to the DSL.

23. Quality Assurance

SEND provision is quality assured through:

- Learning walks.
- ILP audits.
- Intervention reviews.
- EHCP outcome monitoring.
- Pupil voice.
- Parent feedback.
- Provision reviews.
- Staff supervision.
- Proprietor monitoring.

Findings inform ongoing improvement planning.

Provision mapping is used to monitor the effectiveness, frequency and impact of interventions.

24. Monitoring and Review

This policy will be reviewed:

- Annually.
- Following legislative changes.
- Following safeguarding reviews.
- Following inspection findings.
- Following significant changes in provision.

The effectiveness of SEND provision will be monitored through ongoing quality assurance and stakeholder feedback.

Approved by: Proprietor

Policy Owner: Head of Provision

Review Cycle: Annual

Next Review Date: September 2026