

# SEND POLICY

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## FOREWORD

Freedom Foundation Portway Alternative Provision, Freedom Foundation Dunkirk Alternative Provision are all sites for KS1 & KS2 Alternative Provision. They are referred to as Freedom Foundation AP for the benefit of students and this document.

## 01 AIMS AND OBJECTIVES

This policy aims to:

- Ensure our provision fully implements national legislation and guidance regarding students with special educational needs and disabilities (SEND)
- Set out how our provision will:
  - Ensure that all students have access to a curriculum that supports the aims of their personalised plan
  - Support and make provision for students with SEND
  - Provide learning which is personalised according to individual needs and abilities
  - Ensure all activities are fully accessible for students with SEND so they can engage fully in the experiences that Freedom Foundation AP offer alongside students who do not have SEND
  - Promote sensitivity, understanding, and responsiveness to SEND across the provision
  - Help students with SEND fulfil their aspirations and achieve their best
  - Help students with SEND become confident individuals living fulfilling lives
  - Help students with SEND make a successful transition into adulthood
  - Communicate with students with SEND and their parents/carers and involve them in discussions and decisions about support and provision for the pupil
  - Acknowledge and appreciate the essential role parents/carers play in supporting their child's education and wellbeing, fostering strong partnerships to ensure the best outcomes for the student
  - Foster and sustain curiosity, engagement, and enjoyment in learning for students with SEND, encouraging them to take an active role in their education and wellbeing. Support them in setting aspirational personal goals and ensure they are meaningfully involved, wherever possible, in decisions that shape their future.
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents/carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

## 02 VISION AND MISSION

At Freedom Foundation we are committed to providing all young people with access to a comprehensive and well-rounded curriculum that supports their unique strengths, needs, and aspirations.

Our vision is to improve the emotional and mental wellbeing of children and young people by inspiring them to believe that creative thinking can lead to achieving anything.

Our mission is to educate and motivate the minds of children and young people, to explore who they are and who they could be once they start fulfilling their potential.

## 03 LEGISLATION AND GUIDANCE

The SEND Policy takes careful account of the statutory Special Educational Needs Code of Practice 0-25 (2015) and the following legislation:

- **The Children and Families Act 2014 (Part 3)** which sets out school's responsibilities for students with SEND
- **Special Educational Needs and Disability Regulations 2014** which sets out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- **The Equality Act 2010 (section 20)** which sets out the school's duties to make reasonable adjustments for students with disabilities
- **The Public Sector Equality Duty (section 49 of the Equality Act 2010)** which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- **The Governance Handbook** which sets out governors'/trustees' responsibilities for students with SEND

This policy also complies with our funding agreement and articles of association

### 03.1 DEFINITIONS

#### SPECIAL EDUCATIONAL NEEDS

This policy draws on the definition of Special Educational Needs and Disabilities (SEND) from the Special Educational Needs Code of Practice 0-25 (2015). A student has SEND if they have a learning difficulty or disability, which 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 of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

A student **must not** be regarded as having a learning difficulty solely because the language or medium of communication of their home is different from the language in which they are (or will be) taught. We recognise that many students will have additional needs at some time during their educational career, which may not be deemed to be ongoing, and may only be short term. It is also recognised that some students will have long-term additional needs. We believe that by implementing this policy their needs may be appropriately supported for them to achieve to the best of their abilities.

#### DISABILITY

The Equality Act 2010 defines disability as a ‘physical or mental impairment that has a substantial and long-term effect on the ability to carry out normal day to day activities.’

A physical or mental impairment can include sensory impairments, medical conditions, learning disabilities, mental health conditions, autism, speech and language impairments, and more. There is no requirement for a formal diagnosis, though this is likely to help as evidence of the impairment.

Long term means a year or more, and substantial means more than minor or trivial.

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis, for e.g., are protected by the Disability Act from the point of diagnosis. People with certain visual impairments are automatically deemed to be disabled.

Some conditions are specifically excluded from being defined as a disability, e.g., addictions to non-prescribed substances.

Children and young people who have a disability do not necessarily have SEN; however, it is recognised that there is a significant overlap between disabled children and young people and those with SEN. Under the Equality Act 2010 children and young people who have SEN may have a disability that is a physical or mental impairment, which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 underpins how we protect people at Freedom Foundation from unfair treatment.

### 03.2 THE 4 AREAS OF NEED

The needs of students with SEND are categorised into four key areas, as detailed in the SEND Code of Practice (2015):

Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>• Specific learning difficulties, which impact 1 or more specific aspects of learning; such as, dyslexia, dyscalculia, and dyspraxia</li><li>• Moderate learning difficulties</li><li>• Severe learning difficulties</li></ul> <p>Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical difficulty or sensory</p>

	impairment.
Social, emotional, and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression, or an eating disorder</li> <li>• Attention deficit order (AD), attention deficit hyperactive disorder (ADHD) or attachment disorder</li> <li>• Suffered adverse childhood behaviours</li> </ul> <p>These needs can manifest in many ways; for example, as challenging, disruptive, or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical needs	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment, such as vision impairment, hearing impairment, or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers</p>

Students can have needs that cut across more than one area, and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need at the relevant time.

## 04 INCLUSION AND EQUAL OPPORTUNITIES

At Freedom Foundation alternative provision, we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum, and the environment to make sure that students with SEND are included in all aspects of Freedom Foundation's AP.

## 05 ROLES AND RESPONSIBILITIES

### 05.1 THE HEAD OF PROVISION

The head of provision will:

- Work with the Home School's SENDCo's to determine the strategic development of the SEND policy and provision in the AP setting
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- Will be aware of any necessary agreements the Home School has outlined with the Local Authority in drawing up and keeping under review the Local Offer (Code of Practice 3.66)

### 05.2 FACILIATORS AND MENTORS

Each facilitator and/or staff member running interventions is responsible for:

- The progress and development of every student they are working with
- Working closely with specialist staff, including mentors, to plan and assess the impact of support and interventions, and how they can be linked to teaching
- Working with the SENCo to review each student's progress and development and decide on any changes to provision
- Giving feedback to parents/ carers of students with SEND
- Ensuring they follow the SEND policy

### 05.3 PARENTS / CARERS

Through the referral form and communication with the Home School and Parents/carers Freedom Foundation AP should have noted any concerns a parent/ carer has about their child's progress or development.

Parents/carers of a student on the SEND register (held by the Home School) will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside the provision and any changes in the student's needs
- Given the opportunity to share their concerns and, with staff, agree their aspirations for the pupil

Freedom Foundation AP will take into account the views of the parents/carers in any decisions made about the student.

### 05.4 THE STUDENT

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- The student's views will be taken into account in making decisions that affect them, whenever possible.

## 06 OUR APPROACH TO SEND SUPPORT

### 06.1 IDENTIFYING STUDENTS WITH SEND AND ASSESSING THEIR NEEDS

At Freedom Foundation, we recognise the importance of early identification of needs to provide effective and tailored support for every student. We work closely with the Home School before they join our Alternative Provision, engaging in thorough discussions about their current skills, levels of attainment, and additional needs. This collaborative approach ensures a smooth transition and a deeper understanding of each student's unique requirements.

In a case where a student is joining our provision and:

- Their previous setting has identified they have SEN
- They are known to external agencies

Then Freedom Foundation AP will work to support the Home School to make sure we get relevant information before the student starts so that support can be put in place as early as possible. We will gather this information via:

- Referral Form
- Pupils Personal Plan (agreed with the Home School)
- Consultation with Home School SENDCo
- Consultation with parent/carer
- Consultation with student (during induction week)

To further individualise our support, we implement an induction period upon the student's arrival. During this time, we conduct personalised baseline assessments designed to identify their specific needs, strengths, and barriers to learning. This process allows us to (along with the Home School) create a comprehensive and tailored Personalised Plan that aligns with their goals and abilities.

We also value the student's voice in shaping their own educational journey. As part of the induction, students are encouraged to share their perspectives on their needs and the support they believe will help them succeed. This collaborative, student-centred approach ensures that our provision is both effective and empowering, fostering a positive and inclusive learning experience.

On admission to Freedom Foundation AP, students identified with SEND will:

- Have their current skills and levels of attainment thoroughly assessed.

Facilitators will regularly assess all students' progress, in areas, such as social and emotional development.

It is important to note that slower progress and low attainment do not automatically indicate an additional SEND need.

Freedom Foundation work in partnership with the Home School to ensure we identify the desired outcomes, including expected progress, attainment, and the views and wishes of both the student and their parents. This collaborative approach helps us decide on the necessary support and whether it can be provided through adaptations to our core offer or if additional, specialised provision/ support is needed.

In cases where there is no formal diagnosis, Freedom Foundation AP will not make assumptions about a student's disability or medical condition. Instead, we will focus on understanding and addressing the individual's unique needs to provide effective, tailored support.

## **06.1 CONSULTING AND INVOLVING STUDENTS AND PARENTS/CARERS**

We will have an early discussion with the student and their parents when identifying what type of special educational provision is best suited to the individual. In consultation with the Home School SENDCo these

conversations will make sure that:...

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents'/carers' concerns they have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents/carers.

## 06.2 EXTRA CURRICULAR ACTIVITIES

All of our extra-curricular activities and visits are available to all our students. All students are encouraged to take part in all activities.

No student is ever excluded from taking part in these activities because of their SEN or disability.

## 07 EXPERTISE AND TRAINING OF STAFF

Young people with SEND, and their families, have the right to be supported by highly skilled and knowledgeable professionals. As a new provision, Freedom Foundation AP is committed to recruiting staff with significant expertise in supporting students with SEND and fostering an inclusive environment.

To uphold this principle, we will ensure all staff have access to a robust professional development program tailored to the specific needs of our provision and our students. This training will be regularly updated and informed by best practices, current research, and the unique challenges our students face.

In line with our commitment, staff will engage in meaningful, specialised training in areas such as SEND provision, inclusive teaching strategies, and the latest developments in supporting neurodiverse learners. This ensures that we maintain the highest standards of support for our students and their families, empowering them to thrive academically, socially, and emotionally.

## 08 LINKS WITH EXTERNAL PROFESSIONAL AGENCIES

At Freedom Foundation AP, we recognise and value the expertise of outside agencies in supporting students with SEND. Students may already have external agency support in place upon admission, and we are committed to working collaboratively with the Home School and these agencies (where the home school deems appropriate), to ensure the best interests of the student are met.

We will liaise closely with all stakeholders to ensure that appropriate provision is in place, in alignment with the [Derby's SEND Local Offer - Derby City Council](#) (Derby)

Local Authority's *Pathways to Provision* document (Nottingham). This collaborative approach allows us to build on



existing support networks and ensure continuity of care for the student within our setting.

Where Freedom Foundation AP identifies a need for additional agency involvement, the Home School's SENCo, or DSL will initiate contact with the relevant agency, always obtaining the consent of the parents/carers and the student. By fostering these partnerships, we aim to deliver a comprehensive, well-rounded support system tailored to the unique needs of each student.

## **09 ADMISSION, EXCLUSION AND ACCESSIBILITY ARRANGEMENTS**

### **09.1 ADMISSIONS AND EXCLUSIONS**

- Freedom Foundation AP's admission arrangements are detailed in the Admission's Policy.
- Freedom Foundation AP may consider students with an EHCP for a single day placement as we are an unregistered provision. This would be in close consultation with the Home School
- If a Home School requested a placement for a student who has an EHCP there would be additional layers of consultation with the Home School, SENDCo, Parents/Carers

Students can only be excluded for disciplinary reasons: they cannot be excluded because the alternative provision cannot meet their needs. Freedom Foundation AP do not have the legal power to exclude any student – decisions on placements are made with the Home School.

### **09.2 ACCESS FOR PEOPLE WITH DISABILITIES**

Freedom Foundation AP will make reasonable adjustments to ensure disabled people are not discriminated against. Law does not define what is reasonable, and a provision must take into account: cost, practicality, effectiveness of the adjustment, effect on student's health and health and safety considerations.

## **10 COMPLAINTS ABOUT SEND PROVISION**

Complaints about SEN provision in our setting should be made to the head of provision in the first instance, who will then follow the complaints policy.

The parents/carers of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that Freedom Foundation AP has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Provision of education and associated services
- Making reasonable adjustments.

If the parent/carer is not satisfied with the response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND code of practice: 0](#)

## 11 MONITORING AND EVALUATION ARRANGMENTS

### 11.1 EVALUATING THE EFFECTIVENESS OF THE POLICY

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals
- Reviewing the impact of interventions after approximately 7 weeks
- Using student, staff, and parent/carer questionnaires
- Meetings with the Home School SENDCo

### 11.2 MONITORING THE POLICY

This policy will be reviewed by Freedom Foundation at least annually. It will also be updated when any new legislation, requirements, or changes in procedure occur during the year.

This policy will be made available and accessible to all parents/carers and commissioners.

## 12 LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to the following documents:

- SEND Local Offer website: [Derby's SEND Local Offer - Derby City Council](#)
- Nottingham City Strategy [Nottingham City Strategy for improving outcomes for Children & Young People with SEND | Ask Lion - Nottingham City Directory](#)
- Understanding and Supporting Behaviours
- Equality and Diversity Information Policy
- Medical Policy
- Attendance Policy
- Child Protection and Safeguarding Policy
- Complaints Procedure

## CONTACT DETAILS OF SUPPORT SERVICES FOR PARENTS/CARERS OF STUDENTS WITH SEND

For Nottingham City residents' contact: [special.needs@nottinghamcity.gov.uk](mailto:special.needs@nottinghamcity.gov.uk) or phone 0115 876 4300

For Nottingham County residents' contact: [lcds.duty@nottsc.gov.uk](mailto:lcds.duty@nottsc.gov.uk) or phone 0115 8041275

For Derby City and County residents' contact: [SENDIASS@derby.gov.uk](mailto:SENDIASS@derby.gov.uk) or phone 01332 641414

## THE LOCAL OFFER

The SEND Local Offer is a resource, designed to support children and young people with special educational needs

and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire & Derby that have an Education, Health and Care Plan and those who do not have a plan but still experience some form of special educational need. The SEND Local Offer include information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can review an animation describing this new pathway on Nottinghamshire's SEND Local Offer website: [www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk). You can view the Derbyshire SEND Local Offer website: [Derby's SEND Local Offer - Derby City Council](#)

The SEND Local Offer will cover public services that are available within:

- Education: e.g, nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers
- Health: e.g, GP, paediatrician, school nurse and therapists
- Social care: e.g, respite services and children's disability services. It should also enable you to find out what support and services are available in the voluntary and private sectors, for example from charities and disability groups, nurseries, youth clubs, etc., both in your immediate area and across Nottinghamshire and Derby

Freedom Foundation AP has adopted the Local Offer as part of the Children & Families Act 2014 as set out by the Local Authority. The alternative provision supports the Local Authority's offer, and this is reflected within the Freedom Foundation AP's provision and curriculum.

## 13 REVIEW

We keep this policy under regular review

Review of this Policy: Jan 2025

Next Review Date: Jan 2026

Reviewed By: Laura Grant

Position/Role: Director of Freedom Foundation