



Special Educational Needs & Disabilities (SEND) Policy

Review Schedule:

This policy will be reviewed annually; however, it may be reviewed sooner if necessary.

Staff Acknowledgment:

All staff will read, understand, and sign this policy yearly and when changes are made in accordance with government and DfE guidelines.

Document Control:

- **Date Updated:** 01/04/2025
- **Next Review Date:** 01/04/2026
- **Approval:** Gemma Robertson

Change History

Date	Description of change	Signed

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1. Purpose



The purpose of this SEND policy is to outline the commitment of Alternative Acres to providing an inclusive, supportive, and therapeutic environment for children with Special Educational Needs and Disabilities (SEND). We aim to ensure that all learners, regardless of their needs, are able to access education, therapeutic support, and opportunities that enable them to thrive academically, emotionally, and socially.

2. Scope

This policy applies to all staff, children, and parents at Alternative Acres. It covers the identification, assessment, and provision for children with SEND, ensuring that their needs are met in line with statutory requirements and best practices.

3. Aims and Objectives

- **Inclusion:** Ensure that all children with SEND have full access to the educational and therapeutic opportunities available at Alternative Acres.
- **Tailored Support:** Provide individualised support to meet the diverse needs of children with SEND, enabling them to make progress and reach their potential.
- **Partnerships:** Foster close partnerships with parents, carers, and external agencies to ensure a holistic approach to supporting children with SEND.
- **Early Identification:** Identify children with SEND as early as possible and provide timely, appropriate interventions.

4. Definition of SEND

Children have Special Educational Needs or Disabilities if they:

- Have significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of the educational facilities provided for their age group.

SEND may arise from a range of factors, including but not limited to:

- Communication and interaction difficulties
- Cognition and learning challenges
- Social, emotional, and mental health needs
- Sensory and/or physical impairments

5. Identification and Assessment



Alternative Acres is committed to early identification and intervention for children with SEND. We use a variety of approaches to assess and identify children's needs, including:

- **Observation:** Regular observations by teaching staff and therapists to identify any concerns regarding a child's learning or well-being.
- **Baseline Assessments:** Initial assessments upon entry to establish a child's learning and developmental levels.
- **Parental Input:** Parents and carers are encouraged to share concerns and insights about their child's development and learning needs.
- **External Assessments:** Where necessary, Alternative Acres will seek input from external professionals such as educational psychologists, speech and language therapists, and occupational therapists.

6. Provision for SEND

Alternative Acres takes a therapeutic and holistic approach to supporting children with SEND. Our provision includes:

6.1 Individual Education Plans (IEPs)

Each child with SEND will have an Individual Education Plan (IEP) outlining their specific needs, learning objectives, and the strategies and interventions in place to support their progress. IEPs are reviewed regularly with input from staff, parents, and external professionals where applicable.

6.2 Therapeutic Interventions

As an animal assisted farm, Alternative Acres integrates a range of therapies into our provision for children with SEND, including:

- **Animal-Assisted Therapy:** Utilising interaction with animals to support emotional regulation, social skills, and well-being.
- **Speech and Language Therapy:** Supporting communication development for children with language or speech difficulties.
- **Occupational Therapy:** Addressing physical and sensory needs to enhance independence and learning.

6.3 Differentiated Teaching



Teachers at Alternative Acres differentiate the curriculum to meet the diverse needs of learners, ensuring that each child receives a tailored learning experience that matches their abilities and interests.

6.4 Small Group and One-to-One Support

Where necessary, children with SEND may receive additional support through small group work or one-to-one sessions with teachers, teaching assistants, or therapists to address specific learning or emotional needs.

6.5 Use of Technology

Alternative Acres utilises assistive technologies to support children with SEND in accessing learning materials and enhancing communication, where appropriate.

7. Working with Parents and Carers

We believe that strong partnerships with parents and carers are essential to supporting children with SEND. At Alternative Acres, we:

- **Regular Communication:** Maintain regular communication with parents regarding their child's progress, interventions, and any concerns.
- **Involvement in Planning:** Involve parents in the development and review of their child's IEP and any other personalised support plans.
- **Workshops and Support:** Offer workshops and resources to help parents support their child's learning and development at home.

8. Working with External Agencies

Alternative Acres collaborates with external agencies to ensure that children with SEND receive comprehensive support. This includes:

- **Specialist Services:** Referrals to and collaboration with specialists such as speech and language therapists, educational psychologists, and occupational therapists.
- **Health and Social Care:** Liaison with health and social care professionals to ensure a holistic approach to each child's needs.

9. Staff Training

Alternative Acres is committed to providing ongoing training for staff to ensure they have the knowledge and skills to support children with SEND effectively. Training topics may include:



- Differentiation and inclusive teaching strategies
- Safeguarding children with disabilities
- Understanding specific learning difficulties, such as autism, ADHD, or dyslexia
- Managing emotional and behavioural needs in the classroom

10. Monitoring and Review

The progress of children with SEND will be monitored regularly through:

- **Ongoing Assessment:** Teachers and therapists will assess and record the progress of children with SEND through formative and summative assessments.
- **IEP Reviews:** IEPs will be reviewed termly to evaluate the effectiveness of interventions and make any necessary adjustments.
- **Annual SEND Reviews:** A formal review of each child's SEND provision will take place annually, in collaboration with parents, staff, and any involved external agencies.

11. Inclusion and Access

Alternative Acres is committed to ensuring that all children, regardless of their SEND, have equal access to all areas of school life, including:

- **Educational Trips:** Ensuring that children with SEND are able to participate fully in off-site visits with reasonable adjustments made where necessary.
- **Extracurricular Activities:** Providing opportunities for children with SEND to engage in after-school clubs and other activities.
- **Physical Environment:** Making reasonable adjustments to the physical environment to ensure that children with physical disabilities can access all facilities.

12. Transition Support

Transitioning into or out of Alternative Acres can be a challenging time for children with SEND. To support these transitions, we will:

- **Individual Transition Plans:** Develop individualised transition plans that take into account each child's needs, whether they are joining the provision or moving on to a new setting.



- **Liaison with Other Settings:** Work closely with previous or future educational settings to ensure a smooth transition and continuity of support for the child.

13. Complaints

Parents who have concerns or complaints regarding SEND provision at Alternative Acres should follow the school's complaints procedure. Every effort will be made to resolve any concerns promptly and collaboratively.

14. Policy Review

This SEND Policy will be reviewed annually, or more frequently if required, to ensure that it remains effective in meeting the needs of children with SEND and complies with current legislation and guidance.

This policy ensures that Alternative Acres provides a nurturing, inclusive, and supportive environment for all learners, including those with Special Educational Needs and Disabilities, helping them to achieve their full potential.