EMPOWERING FUTURES ALTERNATIVE PROVISION

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

Issue Date: December 2025**
 Next Review: December 2026**
 Approved by: Director, Empowering Futures Alternative Provision**

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1. POLICY STATEMENT

Empowering Futures Alternative Provision (EFAP) is committed to delivering high-quality, inclusive education for all learners, including:

• Children and young people aged 11–18
 • Adult learners accessing evening and weekend vocational courses
 • Learners with SEND, SEMH, behavioural needs, trauma histories, or additional vulnerabilities
 • Learners in community, online, hybrid and off-site settings
 • Learners working within vocational, academic and therapeutic pathways

EFAP ensures that every learner—regardless of need, diagnosis or background—has access to:

• An ambitious curriculum
 • Skilled and trauma-informed staff
 • Personalised interventions
 • Multi-agency support
 • High-quality teaching adapted to individual needs
 • Safe learning environments (on-site and online)

Our provision meets the requirements of:

• Children and Families Act 2014
 • SEND Code of Practice 2015
 • Equality Act 2010 (Reasonable Adjustments)
 • KCSIE 2024/25
 • Working Together 2023

• Local Authority AP commissioning frameworks
• Awarding body requirements for reasonable adjustments and inclusive assessment

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2. SCOPE

This policy applies to:

• All EFAP learners (11–18 and 18+)
 • All staff, tutors, assessors and contractors
 • All EFAP sites, satellite venues and online platforms
 • All vocational programmes (Sport, Fitness, Beauty, Nails, Hair, Business, Customer Service)
 • On-site, off-site, hybrid and remote provision

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3. EFAP'S SEND VISION & PRINCIPLES

Our SEND practice is grounded in:

Inclusion

Every learner feels valued, accepted and supported.

High Expectations

SEND learners access a challenging curriculum with meaningful progression routes.

Trauma-Informed Practice

Recognising emotional regulation needs, attachment issues and behaviour linked to trauma.

Personalisation

Individual plans, timetables, learning strategies and interventions.

Flexibility

Alternative pathways, reduced timetables where needed, community sessions, online learning, vocational adaptations.

Partnership

Close collaboration with families, carers, social care, Virtual Schools, CAMHS, Youth Justice, LAs, NHS professionals and other agencies.

Preparation for Adulthood

Independence, careers, wellbeing and functional skills embedded across pathways.

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4. LEGISLATION & GUIDANCE

This policy follows:

• SEND Code of Practice 2015
 • Children & Families Act 2014
 • Equality Act 2010
 • Mental Capacity Act 2005 (for adults)
 • Education Act 1996
 • Ofsted EIF and AP expectations
 • KCSIE 2024/25
 • Working Together 2023
 • Local Authority AP referral and SEND requirements
 • Awarding body policies on Reasonable Adjustments

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5. ROLES & RESPONSIBILITIES

Director

• Strategic lead for SEND
 • Ensures compliance with legislation
 • Oversees quality assurance
 • Ensures adequate staffing and provision

DSL / Deputy DSL

• Ensures SEND intersects with safeguarding
 • Oversees SEND risk assessments
 • Leads on EHCP safeguarding elements

SEND Lead

• Coordinates SEND support
 • Oversees EHCP delivery

- Liaises with LAs, schools and parents
- Develops personalised timetables and plans
- Leads review meetings

Tutors / Assessors

- Adapt teaching to individual needs
- Follow SEND strategies and plans
- Manage sensory/behaviour triggers
- Deliver differentiated learning
- Record progress and concerns

Support Staff

- Provide 1:1 or small-group support
- Monitor emotional regulation
- Assist with transitions and routines

Parents / Carers

- Share information and support plans
- Attend reviews and meetings

Adult Learners

- Participate in planning
- Declare SEND needs and reasonable adjustments
- Engage with support systems

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6. IDENTIFICATION OF SEND

EFAP identifies SEND via:

A. Pre-admission

- Review of referral paperwork
- EHCP documentation (if applicable)
- Baseline assessment (Maths, English, Digital)
- Behaviour and SEMH information
- Risk assessments

B. On admission

- Academic screening
- Wellbeing check
- Learning style assessment
- Vocational suitability assessment

C. Ongoing identification

- Daily staff observations
- Tutor assessment
- Emotional regulation incidents
- Participation in practical sessions
- Engagement in online learning
- Multi-agency feedback

D. Adult learners

- Self-declared SEND
- Screening assessments
- Reasonable adjustment requests
- Mental health disclosures

EFAP follows the **graduated approach** (Assess–Plan–Do–Review).

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7. SUPPORT FOR SEND LEARNERS

Support includes:

1. Personalised timetables

Including reduced hours, phased returns, 1:1 support, online alternatives.

2. Differentiated teaching

Task breakdown, visual resources, scaffolded learning, sensory supports.

3. Behaviour and SEMH support

Safe spaces, regulation strategies, pastoral mentoring.

4. Curriculum flexibility

Learners can choose vocational pathways suited to strengths.

5. Adapted vocational delivery

Beauty/Nails:
 • Sensory breaks
 • Quiet rooms
 • Reduced chemical exposure
 • Instructor-led adaptations

Sports/Fitness:
 • Modified activities
 • Safe supervision ratios
 • Health plans

6. Online learning adaptations

• Camera flexibility for anxious learners
 • Breakout mentoring
 • Shorter sessions
 • Accessible materials
 • Risk assessment for home environments

7. Adult learner adjustments

• Additional time
 • Alternative assessments
 • Modified practicals
 • Accessibility tools
 • Mental health support signposting

8. Multi-agency support

• Social Care
 • CAMHS
 • Youth Justice
 • Virtual School
 • Educational Psychology
 • SENDIASS

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8. EHCP DELIVERY & REVIEW

For learners with EHCPs EFAP:

• Delivers provision in Section F
 • Provides evidence of progress
 • Contributes to annual reviews
 • Tracks outcomes

• Communicates regularly with LAs
• Adjusts provision based on updated needs

Where EFAP identifies potential EHCP needs, we:

• Gather evidence
• Work with parents/carers
• Support the LA in statutory assessment processes

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9. SEND IN VOCATIONAL SETTINGS

Beauty, Hair, Nails:

• Sensory overload management
• Clear safety instructions
• Alternative tools
• Tutor modelling
• Short, supported practicals

Sports & Fitness:

• Medical risk assessments
• Injury-prevention adaptations
• Breaks and hydration management
• Activities broken down step-by-step

Business / Customer Service:

• Simplified communication
• Workplace scenario modelling
• Functional literacy support

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10. SEND IN ONLINE / HYBRID LEARNING

EFAP ensures:

• Sessions are inclusive and differentiated
• Online distress is monitored
• DSL notified of any safeguarding concerns

- Learners can request camera/mic adjustments
- SEND learners receive personalised digital access plans

Staff follow the Online Safety Policy and Cyber Security Policy.

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11. REASONABLE ADJUSTMENTS & ASSESSMENT ACCESS (Awarding Bodies)

EFAP complies with all reasonable adjustment expectations for vocational and academic qualifications.

Adjustments may include:

- Extra time
- Modified tasks
- Alternative evidence formats
- Use of assistive technology
- Breaks during practicals
- Reader/scribe support
- Adapted equipment

Requests are processed through:

- SEND Lead
- Internal Quality Assurer (IQA)
- Awarding Body guidance

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12. SEND & SAFEGUARDING

EFAP recognises SEND learners are statistically more vulnerable to:

- Grooming
- Exploitation (CSE/CCE)
- Online harm
- Bullying
- Missing episodes
- Emotional dysregulation
- Mental health crises

All staff receive training to:

• Identify SEND-linked safeguarding concerns
• Respond appropriately
• Liaise with DSL immediately
• Adjust safety plans and risk assessments

Individual Safeguarding Plans are created where needed.

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13. MONITORING PROGRESS

Progress is monitored through:

• Baseline testing
• Tutor assessment
• Vocational portfolios
• Functional skills tracking
• Behaviour and SEMH logs
• Attendance analysis
• LA and parental feedback
• Half-termly review meetings

Interventions are adapted as needed.

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14. TRANSITIONS & DESTINATIONS

EFAP supports transitions:

• Back to mainstream or specialist provision
• Into apprenticeships
• Into college
• Into employment in beauty, sports, business or customer service
• Into adult courses
• Into semi-independent living

All SEND transitions are planned with:

• Families
• LAs
• Careers Advisors
• External agencies

15. POLICY REVIEW

This policy will be reviewed annually or earlier if:

• Legislation changes
 • Ofsted provides feedback
 • LA commissioning changes
 • SEND needs within EFAP evolve

Approved by:
 Rhean White – Director & Lead DSL

EFAP SEND LOCAL OFFER

1. What we offer SEND learners

EFAP provides:

• Small group teaching
 • 1:1 support
 • Trauma-informed environments
 • Flexible timetables
 • Online learning support
 • Vocational skills development
 • Emotional wellbeing and pastoral mentoring
 • Multi-agency coordination
 • High supervision ratios

2. Types of SEND we support

We regularly support learners with:

• ASD
 • ADHD
 • Dyslexia/Dyspraxia
 • Speech & language needs
 • SEMH & trauma
 • Learning difficulties

• Anxiety
• Medical needs
• Sensory needs
• Behaviour linked to SEND
• Vulnerable adults (adult learning)

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3. Identifying needs

EFAP identifies needs through:

• Referral information
 • EHCPs
 • Baseline assessments
 • Tutor observations
 • Parental information
 • Online engagement monitoring

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4. Supporting learning

We provide:

• Differentiated lessons
 • Sensory breaks
 • Visual resources
 • Personalised teaching
 • Adapted vocational tasks
 • Alternative certification routes
 • Reasonable adjustments for assessments

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5. Supporting emotional wellbeing

• Safe spaces
 • Mentoring
 • Regulation strategies
 • SEMH-linked risk assessments
 • Online wellbeing checks

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6. Working with families & LAs

We work closely with:

• Coventry, Walsall, Birmingham SEND teams
 • Virtual Schools
 • Social care
 • CAMHS
 • EHCP coordinators

Parents/carers are notified promptly of changes or concerns.

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7. Preparing for adulthood

We help SEND learners transition into:

• Work-based learning
 • Apprenticeships (including beauty & sport)
 • Further education
 • Adult courses
 • Life skills development

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8. Feedback & complaints

Parents/carers can give feedback or make complaints through the EFAP Complaints Policy.