THE Inspire & Achieve FOUNDATION

SEND POLICY

2026-2027



IAF Special Educational Needs and Disabilities (SEND) Policy

1. Policy statement

Inspire & Achieve Foundation (IAF) is a charity providing youth services, education, mentoring and post-16 alternative provision. Through Achievement Unlocked, IAF supports young people who may experience barriers to education and learning, including those with special educational needs and disabilities (SEND).

IAF is committed to providing an inclusive, supportive and accessible learning environment where young people are treated fairly, their individual needs are understood, and they are supported to make progress towards their personal, educational and vocational goals.

IAF is not a registered school or further education college and is not approved under Section 41 of the Children and Families Act 2014. IAF recognises that some statutory duties applying to schools and colleges do not apply to it in the same way. However, IAF is committed to meeting its applicable legal responsibilities, making reasonable adjustments where required and following relevant guidance and good practice.

This policy should be read alongside IAF's safeguarding, equality and diversity, behaviour, complaints and health and safety policies.

2. Purpose and scope

This policy explains how IAF identifies and responds to the SEND of young people accessing its services and post-16 alternative provision.

It applies to staff involved in delivering, managing and supporting IAF provision. It covers how needs are identified, support is planned and reviewed, reasonable adjustments are considered, and young people and their families or carers are involved.

IAF recognises that a young person may have additional needs without a formal diagnosis or Education, Health and Care Plan (EHCP). Support will be considered according to the young person's identified needs and the provision IAF can appropriately offer.

3. Definition of SEND

A young person has special educational needs where they have a learning difficulty or disability that calls for special educational provision to be made for them.

SEND may affect a young person's ability to access learning, communicate, manage emotions, interact with others, develop independence or participate in activities.

The broad areas of need described in the SEND Code of Practice are:

- **Communication and interaction**, including speech, language and communication needs and autism.
- **Cognition and learning**, including specific learning difficulties and difficulties acquiring or retaining skills.
- **Social, emotional and mental health**, including difficulties with emotional regulation, anxiety and behaviour arising from underlying needs.
- **Sensory and/or physical needs**, including hearing or visual impairment, sensory processing differences and physical disabilities.

Some young people will have needs across more than one area. IAF recognises that needs can change over time and may be affected by previous educational experiences, family circumstances, health and emotional wellbeing.

4. Principles of SEND support

IAF aims to:

- Treat each young person as an individual and recognise their strengths, interests and aspirations.
- Identify barriers to learning and participation as early as possible.
- Involve young people in decisions about their support.
- Work with parents, carers, commissioners and relevant professionals where appropriate.
- Provide a calm, supportive and structured learning environment.
- Adapt teaching, activities and resources to support access and participation.
- Promote independence, confidence, emotional wellbeing and preparation for adulthood.
- Review support and make changes where needs or circumstances change.
- Recognise the limits of IAF's provision and discuss concerns where a placement may no longer be suitable.

5. Roles and responsibilities

Post-16 Alternative Provision Delivery Manager

The Post-16 Alternative Provision Delivery Manager is responsible for overseeing the implementation of this policy. This includes reviewing information about a young person's needs, considering placement suitability, coordinating support, liaising with relevant professionals and reviewing progress.

Where concerns arise about whether IAF can appropriately meet a young person's needs, the Delivery Manager will discuss these with the relevant commissioner and professionals involved.

Staff

All staff are responsible for understanding the needs of the young people they support, following agreed strategies, adapting activities where appropriate, recording relevant concerns and sharing information through the correct channels.

Staff must follow IAF's safeguarding procedures and raise concerns about a young person's safety, wellbeing or access to learning.

Senior management and trustees

IAF's senior management and trustees provide oversight through the charity's usual governance arrangements, including consideration of relevant safeguarding, quality assurance and service delivery matters.

Young people, parents and carers

Young people should be involved in decisions about their learning and support in a way that reflects their age, understanding and communication needs. Parents and carers will be involved where appropriate and in line with consent, confidentiality and safeguarding requirements.

Local authorities and other professionals

The local authority and other relevant professionals retain their respective statutory responsibilities. Where a young person has an EHCP, IAF will share relevant information and contribute to reviews as appropriate, but the local authority remains responsible for its statutory duties relating to the plan.

6. Identifying and understanding needs

Before a placement begins, IAF considers the information available about the young person, including:

- EHCPs, where applicable, and identified outcomes.
- Previous education and learning experiences.
- Strengths, interests, aspirations and preferred ways of learning.
- Communication, literacy and numeracy needs.
- Sensory, physical, emotional and social needs.
- Safeguarding information and relevant risk assessments.
- Support strategies that have been successful in other settings.
- Any adjustments or resources needed to access the provision safely.

Information may be gathered from the young person, parents or carers, the commissioning local authority and other professionals, as appropriate.

Where further information is needed, IAF will seek clarification from the relevant people before confirming whether the placement is suitable.

A formal diagnosis or EHCP is not required for IAF to recognise a difficulty and consider appropriate support.

7. Placement suitability

IAF considers whether its provision is suitable for each young person before agreeing to a placement and throughout their time with the service.

This includes considering the young person's needs and outcomes alongside the learning environment, group size, staffing, available resources, safeguarding arrangements and the support that can reasonably be provided.

Achievement Unlocked offers small-group post-16 alternative provision, practical learning, personal development, employability and opportunities to develop independence. Support may include adapted activities, individual discussions, targeted interventions and additional guidance during sessions.

IAF does not routinely provide dedicated long-term one-to-one staffing. If a young person requires a level of support that cannot be provided safely or appropriately within the available provision, IAF will discuss this with the commissioner and relevant professionals before confirming or continuing the placement.

8. Providing support and adapting learning

IAF aims to remove barriers to learning through appropriate adjustments to teaching, activities and the learning environment.

Depending on the young person's needs, support may include:

- Clear instructions, repetition and additional processing time.
- Breaking tasks into manageable steps.
- Visual prompts, structured routines and adapted resources.
- Practical and hands-on learning opportunities.
- Access to quiet spaces or sensory resources where available and appropriate.
- Support with communication, interaction and emotional regulation.
- Opportunities to practise independence and everyday life skills.
- Additional guidance with literacy, numeracy and Functional Skills.
- Individual discussions, pastoral support and targeted interventions.
- Adjustments to the way learning or assessment activities are completed.

Support will be based on the young person's individual needs rather than applied in the same way to everyone.

IAF will consider reasonable adjustments in accordance with its applicable responsibilities under the Equality Act 2010. The adjustments considered will depend on the individual circumstances, the barriers faced and what is reasonable for IAF to provide. The fact that IAF does not routinely provide dedicated long-term one-to-one support does not remove the need to consider reasonable adjustments for an individual.

9. Education, Health and Care Plans

Where a young person has an EHCP, IAF will consider the information provided about their needs, outcomes and required support when assessing placement suitability and planning learning.

IAF will use relevant information to inform its approach and, where appropriate, contribute information about attendance, engagement, progress, support and outcomes to the local authority and professionals involved.

IAF recognises that the local authority retains responsibility for its statutory duties relating to the EHCP, including arranging the special educational provision specified in the plan where required by law. IAF will communicate concerns if the young person's needs or circumstances change or if the agreed provision appears insufficient to support them.

10. Monitoring and reviewing support

Staff monitor participation, engagement, progress and wellbeing during the placement. Support may be adjusted where a young person is struggling to access learning, make progress or manage the demands of the provision.

Support should be reviewed at least termly, or sooner where concerns arise or circumstances change. Reviews may consider:

- Progress towards personal, educational and vocational goals.
- Engagement, attendance and participation.
- Whether agreed strategies and adjustments are effective.
- Changes in needs, confidence, independence or wellbeing.
- Feedback from the young person and, where appropriate, their parent or carer.
- Whether further advice or support from other professionals is needed.

Where a young person has an EHCP, IAF will contribute to statutory reviews as requested and appropriate. This does not transfer responsibility for the statutory review process from the local authority.

11. Learner voice and partnership working

IAF values the views of young people and aims to involve them in decisions about their support and progression.

Staff will use appropriate communication methods to help young people express their views, identify what helps them learn and raise concerns.

Where appropriate, IAF will work with parents, carers, local authority commissioners, social workers, health professionals and other relevant services. Information will be shared in accordance with safeguarding requirements, confidentiality and data protection responsibilities.

12. Staff knowledge and development

IAF will support staff to develop their understanding of SEND and inclusive practice through relevant guidance, training, supervision and discussion of individual support needs.

Staff should know where to find information about agreed strategies and understand how to raise concerns when a young person's needs are not being met.

Where specialist advice is needed, IAF will consider whether it is appropriate to seek guidance from the relevant professionals or commissioning authority.

13. Safeguarding and wellbeing

IAF recognises that young people with SEND may face additional barriers to communicating concerns, recognising risk or seeking help.

Staff must follow IAF's safeguarding policies and procedures and report concerns promptly to the Designated Safeguarding Lead (DSL) or the appropriate safeguarding contact.

SEND support does not replace safeguarding procedures. Where a concern relates to a young person's safety or welfare, it must be addressed through the relevant safeguarding process.

14. Transitions and progression

IAF aims to support young people to develop the skills, confidence and independence needed for their next steps.

Transition planning may include discussions about further learning, training, employment, volunteering, community participation and independent living. Where appropriate, IAF will share relevant information with the young person and professionals involved to support continuity of provision and progression.

The level of transition support will reflect the young person's needs, aspirations and circumstances.

15. Quality assurance, complaints and policy review

IAF will monitor the effectiveness of its SEND support through learner progress, feedback, staff discussions, placement reviews and relevant quality assurance processes.

The Department for Education's non-school alternative provision voluntary national standards may inform IAF's practice and quality assurance. These standards are voluntary unless and until they become mandatory.

Concerns about SEND support should initially be raised with the Post-16 Alternative Provision Delivery Manager. If the concern is not resolved, it may be raised through IAF's Complaints Policy. Safeguarding concerns must be reported through IAF's safeguarding procedures.

This policy will be reviewed annually by the Post-16 Alternative Provision Delivery Manager and approved through IAF's usual governance arrangements. An earlier review will take place if changes to legislation, guidance, IAF's provision or identified issues make this necessary.