



**YOUTH ORGANISATION SINCE 2015**

## **SEND Policy**

Reviewed: 2026

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This document outlines the Special Educational Needs and Disabilities (SEND) policy for Aspire in Arts, It details the procedures and practices in place to identify, assess, and support students with SEND within our organisation, ensuring they receive a high-quality education that meets their individual needs and enables them to achieve their full potential. This policy is aligned with the SEND Code of Practice and aims to create an inclusive and supportive learning environment for all students.

## **Introduction**

This policy outlines the approach of Aspire in Arts, to supporting students with Special Educational Needs and Disabilities (SEND). It is written in accordance with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015) and other relevant legislation and guidance. This policy applies to all students attending Aspire in Arts regardless of their placement type or duration.

## **Aims**

This policy aims to:

- Ensure that all students with SEND are identified early and their needs are accurately assessed.
- Provide a high quality, inclusive education that meets the individual needs of students with SEND.
- Ensure that students with SEND have access to a broad and balanced curriculum, differentiated to meet their learning needs.
- Promote the active participation of students with SEND in all aspects of their education with Aspire in Arts.
- Work in partnership with parents/carers, students, schools, Local Authorities and other relevant agencies to provide effective support for students with SEND.
- Ensure that all staff are aware of their responsibilities in relation to students with SEND and are provided with appropriate training and support.
- Monitor and evaluate the effectiveness of the SEND policy and provision.

## **Definition of Special Educational Needs and Disabilities (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person 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

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- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age.

### **Students who have identified SEND**

Upon referral Aspire in Arts will assess whether our organisation can meet need based on the referral documentation that is provided. It is essential that Aspire in Arts do not accept a placement for a student if we consider our organisation unsuitable or unable to meet need.

Aspire in Arts will review each young person's EHCP or ILP provided by the referring body to assess whether we are able to meet their needs within our provision. This will include consideration of whether those needs can be met with our current support or with reasonable adaptations to enable the young person to access the provision successfully.

Where adaptations or additional support are required, these will be clearly outlined and communicated to the referring body, including any resources, staffing, or specialist input needed to ensure the young person can access and engage with Aspire in Arts safely and effectively.

### **Identifying Students with SEND**

Students attending our provision may already have identified SEND needs. However, Aspire in Arts, will also implement procedures for identifying students who may have previously unidentified SEND. These procedures include:

- Reviewing information provided upon referral, including Referral Forms, Education Health Care Plans, Risk Assessments, Academic Records and Reports.
- Initial assessments of English, Maths, and Social and Emotional skills.
- Observations of students in sessions and during social times.
- Discussions with parents/carers and the student.
- Liaison with other professionals, such as educational psychologists, speech and language therapists, and medical professionals.

### **Assessment of SEND**

When a student is identified as potentially having SEND, a more detailed assessment will be carried out to determine the nature and extent of their needs. This assessment may include:

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- Further diagnostic testing in specific areas of difficulty.
- Observations in different learning environments.
- Interviews with the student, parents/carers, and the referring school/Local Authority.

The assessment will be used to develop a support plan and update the Individual Learning Plan for the student.

### **Individual Learning Plan**

An ILP will be developed for all students. This document will:

- Describe the student's learning needs and strengths.
- Set specific, measurable, achievable, relevant, and time-bound (SMART) targets.
- Outline the strategies and interventions that will be used to support the student.
- Identify the resources that will be required.
- Specify the roles and responsibilities of staff, parents/carers, and the student.
- Include a review date to monitor progress and adjust the plan as needed.

ILPs will be developed in consultation with the student, parents/carers, and relevant staff. It will also reflect detail that has been provided upon the referral process.

### **Provision for Students with SEND**

Aspire in Arts will provide a range of support for students with SEND, including:

- Differentiated instruction and resources.
- Small group work.
- One-to-one support.
- Specialist teaching.
- Access to assistive technology.
- Social and emotional support.

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- Therapeutic interventions (e.g., speech and language therapy, occupational therapy).
- Modifications to the curriculum and assessment.
- A supportive and inclusive learning environment.

The specific provision will be tailored to meet the individual needs of each student.

### **Working in Partnership with Parents/Carers**

Aspire in Arts recognises the importance of working in partnership with parents/carers to support students with SEND. We will:

- Keep parents/carers informed about their child's progress and any concerns.
- Involve parents/carers in the development and review of ILPs.
- Provide opportunities for parents/carers to meet with staff to discuss their child's needs.
- Offer advice and support to parents/carers on how they can support their child's learning at home.
- Provide information about local support services and resources.

### **Roles and Responsibilities**

Manager of Alternative Provision: Responsible for ensuring that the SEND policy is implemented effectively and that students with SEND receive appropriate support.

- Manager of Alternative Provision (SENDCo): Responsible for coordinating the provision for students with SEND, liaising with parents/carers and external agencies, and providing training and support to staff.
- Creative Mentors: Responsible for identifying students with SEND, differentiating instruction, and implementing ILPs.
- Youth Workers / 1:1 support staff: Responsible for supporting students with SEND in their sessions and implementing interventions as directed by the teacher/tutor and/or SENDCo.
- Parents/Carers: Responsible for working in partnership with the Aspire in Arts to support their child's learning and development.

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- Students: Responsible for actively participating in their learning and working towards their targets.

### **Training and Support for Staff**

Aspire in Arts will provide training and support to staff on SEND issues. This may include:

- Induction training for new staff.
- Ongoing professional development on specific SEND topics.
- Access to specialist advice and support from external agencies.
- Opportunities to share good practice.

### **Monitoring and Evaluation**

The effectiveness of the SEND policy and provision will be monitored and evaluated regularly. This will include:

- Reviewing student progress data.
- Gathering feedback from students, parents/carers, commissioners and internal staff.
- Conducting observations of teaching and learning.
- Analysing the impact of interventions.
- Reviewing the SEND policy annually.

The findings of the monitoring and evaluation will be used to improve the SEND policy and provision.

### **Complaints**

If parents/carers have any concerns about the support provided for their child with SEND, they should first discuss these concerns with the class teacher/tutor or SENDCo. If the concerns are not resolved, they should follow the Aspire in Arts complaints procedure.

If schools or local authorities have concerns about the support provided for a child whom they have referred, they should also discuss these concerns with the Head of Alternative Provision. If the concerns are not resolved, they should follow the Aspire in Arts complaints procedure.

### **Accessibility**

Aspire in Arts is committed to providing an accessible environment for all students, including those with SEND. We will make reasonable adjustments to

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ensure that students with SEND can access the curriculum, facilities, and activities.

**Review**

This policy will be reviewed annually and updated as necessary.

This policy is intended to provide a framework for supporting students with SEND at Aspire in Arts. It is a working document and will be reviewed and updated regularly to ensure that it meets the needs of our students.