

Special Educational Needs and Disabilities (SEND) Policy and Information Report

Policy owner	Equip Education and Support Services
Review cycle	October 2026 - October 2027, or earlier where legislation, guidance or provision changes
Document scope	Alternative provision service / provider

PART A - SEND POLICY

1. Aim and legal context

Equip supports learners with a wide range of strengths, additional needs and barriers to education. We use a personalised graduated response and work jointly with referring schools, families, commissioners, local authorities and specialist services. The SEND Code of Practice (0-25 years), Children and Families Act 2014, Equality Act 2010 and relevant AP guidance inform this policy.

The four broad areas used to plan support are communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. They are planning categories, not labels or limits on support.

2. Organisational roles and inter-agency working

Equip Education and Support Services is the policy owner. The SENCO/Curriculum Lead coordinates initial information gathering, provision-level SEND planning, staff advice, intervention review, EHCP evidence and communication with referring SENCOs. Teaching and support staff implement agreed adjustments and report changes. The DSL is involved in safeguarding concerns.

For learners remaining on a referring school's roll, that school retains its legal responsibilities as applicable. The responsible local authority retains its statutory EHCP decision-making functions. Equip supplies accurate evidence, delivers agreed provision within its remit and raises any gap in provision with the responsible commissioner promptly.

3. Referral and initial screening

At or shortly after referral, request available SEND plans, EHCP and outcomes where relevant, attendance and achievement context, assessment results, risk/medical information, successful adjustments, accessibility needs and agreed placement aims. Information may be incomplete on entry; staff begin appropriate support while remaining gaps are pursued.

The SENCO begins with a low-pressure learner introduction, identifying strengths, concerns, interests, areas the learner finds difficult, what helps and what the learner hopes to achieve. Information can be gathered across several conversations rather than one formal session. Staff add observations, available baseline data and referring school/family input.

4. Assess - Plan - Do - Review

Assess

Identify the learner's starting points in learning, language/communication, emotional regulation, attendance and participation. Use suitable screening or assessment where helpful, alongside records and observations; distinguish evidence from speculation.

Plan

Agree two or three meaningful priorities wherever possible, with a clear adjustment/intervention, responsible staff member, outcome measure and review point. Specify how progress will be communicated to the referring school and what specialist or EHCP-related provision is required.

Do

Staff put the plan into practice through adapted teaching, visual or accessible instructions, structured routines, appropriate literacy/numeracy activities, communication support, sensory/environmental adjustments and targeted interventions. SEAL and emotional literacy support are used where relevant to assessed needs and planned outcomes.

Review

Gather proportionate evidence: learner voice, work samples, engagement, progress against targets, staff observations, attendance patterns and parent/referrer views where appropriate. Decide whether to maintain, change, intensify or close interventions. A normal six-week review point may be used for targeted interventions as Equip's working cycle, with earlier review whenever risk or progress requires it.

5. Curriculum access and inclusion

Curriculum entitlement includes appropriate English and mathematics, accredited or vocational pathways, PSHE/RSHE, personal development, careers and transition planning. Support is adapted to the placement, learner's age, needs and prior attainment without assuming that removal from core learning is the default response.

Provision must consider sensory and physical accessibility, communication, reasonable adjustments, presentation and pacing, assessment arrangements, support in practical activities and dignity of the learner. Individual risk planning can be necessary for safe vocational participation.

6. EHCPs, annual reviews and transitions

The SENCO confirms whether an EHCP exists and records the relevant school, authority and contact. Equip provides progress and pupil-view evidence requested by the statutory reviewing body, including strengths, outcomes, provision received, attendance and possible gaps. Equip does not unilaterally alter the EHCP or substitute an informal meeting for a statutory annual review.

For older pupils, preparation for adulthood and post-16 pathways are addressed early. Careers discussions, accessible options, applications, college visits and relevant transitions are coordinated with the learner and referring school. Families and relevant agencies are involved on an appropriate information-sharing basis.

7. Recording, information sharing and challenge

Record support plans, assessment evidence, interventions and review decisions in Equip's approved secure records. Safeguarding matters use designated safeguarding procedures. Share relevant information proportionately with the responsible school/commissioner, parents/carers and professional partners as permitted.

A learner or carer can discuss SEND provision with the SENCO and then provision management. Formal concerns may use Equip's Complaints Policy; challenges to a local authority's EHCP decision use the responsible authority's statutory processes.

PART B - SEND INFORMATION REPORT 2026-27

8. About the provision

Equip Education and Support Services delivers alternative provision for secondary-age learners through individually agreed programmes. This section explains what SEND support families and referring organisations can expect within Equip's commissioned role; it is not a claim to assume the full statutory responsibilities of the referring school or local authority.

9. Identifying and responding to needs

Entry information is sought from the referrer and, where relevant, parents/carers. Staff gather pupil voice, observe learning and participation, review progress and share concerns with the SENCO. Learners can raise worries with their key member of staff or the SENCO. There is no requirement to wait for an EHCP before educational adjustments are considered.

10. Support that may be available

- Personalised teaching, smaller steps, scaffolded instructions and practical approaches.
- Adaptations for communication, emotional regulation and sensory or environmental needs.
- Targeted English/mathematics support and agreed SEAL or social-emotional intervention.
- Accessible pupil voice, individual planning and agreed reviews.
- Vocational and personal-development opportunities matched to the learner's programme.
- Planning for reintegration, college, training and other appropriate post-16 pathways.

Individual support depends on assessed need, commissioning arrangements and available specialist input; a pupil's referral documentation should identify any specified EHCP provision and the responsible organisation.

11. Working with families and external professionals

Families can discuss learning, welfare and transitions via Equip's named staff and referring school contacts. Depending on the pupil's needs and relevant consent/information-sharing basis, professionals may include local authority SEND teams, educational psychologists, speech and language, health, social care, careers and other services. The referring school and local authority coordinate their statutory functions.

12. Assessing impact and access to information

Progress is tracked through agreed support targets, curriculum work, participation, attendance, learner feedback and review meetings. Where learners move to another placement or post-16 provider, Equip shares relevant education and safeguarding information securely with the responsible organisations.

For SEND enquiries or accessibility requirements, contact Equip Education and Support Services on 0115 975 4287 and ask for the SENCO/Curriculum Lead. For the local authority Local Offer, families should use the responsible authority's current SEND directory: Nottingham City Ask Lion or Nottinghamshire Help Yourself, as appropriate.