THE ALTERNATIVE SCHOOL GROUP LTD

Special Educational Needs, Disability and Inclusion Policy

"What if, instead of asking what is wrong with a young person, we asked what is strong within them?"

Author:	**KP/HB**
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Note: This policy has been developed and reviewed by The Alternative School Group Limited using internal expertise, professional judgement, current statutory guidance and appropriate digital tools. Final approval and responsibility for the policy rests with The Alternative School Group Limited.

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1. Policy Status and Legal Framework

This policy sets out The Alternative School's (TAS) approach to special educational needs and disabilities (SEND) and inclusion. It should be read as both an operational policy and a statement of TAS's whole-school approach to identifying need, removing barriers, delivering high-quality inclusive teaching, coordinating specialist support and evaluating impact.

The policy has been refreshed for September 2026 with regard to current legislation, statutory guidance and the renewed Ofsted inspection framework for non-association independent schools.

Children and Families Act 2014.
SEND Code of Practice: 0 to 25 years (2015, current government publication updated September 2024).
Equality Act 2010, including the duty to make reasonable adjustments and the Public Sector Equality Duty, where applicable.
Special Educational Needs and Disability Regulations 2014, where applicable.
Education (Independent School Standards) Regulations 2014, as amended.
Statutory guidance on supporting pupils at school with medical conditions.
Keeping Children Safe in Education and Working Together to Safeguard Children.
Ofsted Non-association Independent School Inspection Toolkit and operating guidance for use from 7 September 2026.

TAS also keeps under review the wider national inclusion and SEND reform agenda. As an independent school group educating children and young people who are predominantly commissioned and funded by local authorities, TAS intentionally benchmarks its SEND and inclusion practice against both the Independent School Standards and relevant wider expectations for inclusive education across the state-funded sector. Where Department for Education guidance or funding conditions are directed specifically at maintained schools and academies and do not constitute a legal requirement for independent schools, TAS will nevertheless consider and, where appropriate, voluntarily adopt the underlying principles where they strengthen provision, improve accountability or support better outcomes for pupils.

2. TAS Philosophy: Inclusion is Integral

SEND is not a separate department at TAS. Inclusion is integral to leadership, admissions and placement, curriculum design, teaching, safeguarding, attendance, behaviour and regulation, personal development, therapeutic support, assessment, staff development and school improvement.

Our starting point is strengths-based. We seek to understand the whole young person: their strengths, interests, aspirations, communication, experiences, barriers, needs and the environments in which they are most likely to belong, engage and achieve.

TAS recognises that many pupils arrive after disrupted educational experiences, low attendance, exclusion, unmet or emerging need, trauma, anxiety, communication difficulties or a loss of confidence in education. We therefore judge success through academic and personal achievement together, without lowering ambition.

Our aim is that pupils achieve, belong and thrive. Personalisation is not a reduction in entitlement. It is the means by which pupils are enabled to access an ambitious, broad and relevant education.

TAS Position on National Inclusion Expectations
TAS seeks not simply to meet the minimum requirements applicable to independent schools, but to demonstrate a coherent, evidence-informed approach to inclusion that can withstand scrutiny across independent-school inspection, local-authority commissioning and the wider education system.

Accordingly, TAS uses the Department for Education's seven principles of inclusion as an additional good-practice benchmark: ambitious leadership and governance; evidence-based early support; high-quality adaptive teaching and curriculum; enriching provision accessible to all; a safe and respectful culture that fosters belonging and attendance; strong partnerships with families and wider services; and inclusive environments with continuous improvement to accessibility.

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This voluntary alignment does not alter the legal status of guidance or funding conditions that apply only to maintained schools, academies or other eligible state-funded settings. It ensures that TAS can evidence the quality of its inclusive practice clearly to pupils and families, Ofsted, the Department for Education, local authorities and other commissioners.

3. Relationship with the TAS Inclusion Strategy and Eight Core Policies

This policy operates alongside the TAS Inclusion Strategy. TAS has chosen to maintain a clear Inclusion Strategy as part of its strategic assurance framework, including where a particular mainstream-sector requirement does not formally apply to an independent school. The strategy describes the needs and barriers within our cohort, our priorities, our universal and targeted inclusive offer, the resources committed to inclusion and the impact we expect to achieve. This SEND & Inclusion Policy describes the principles, responsibilities and operational systems through which that strategy is delivered.

SEND and inclusion are also embedded across the TAS suite of eight core policies within the TAS Relationship & Regulation Model. The eight core policies are not treated as stand-alone compliance documents: together they establish the consistent curriculum, relationship, regulation, safeguarding and inclusion expectations that apply across every campus.

When any of the eight core policies are reviewed, leaders must consider its impact on pupils with SEND and other barriers to learning and wellbeing. Equally, SEND review activity must consider whether the wider core policy framework is being implemented consistently in practice.

Accessibility and the TRRM
The TAS Accessibility Plan is a statutory enabling plan within this framework. It identifies and addresses barriers affecting disabled pupils across curriculum participation, the physical environment and access to information. Its priorities must inform the implementation and review of the eight core TRRM policies, while evidence arising through SEND review, Pupil Profiles, reasonable adjustments, pupil and family voice and quality assurance must inform the ongoing review of the Accessibility Plan.

4. Aims

- Identify emerging, changing and existing needs quickly, accurately and respectfully.
- Ensure high-quality inclusive teaching is the first response to need.
- Maintain high expectations and an ambitious curriculum for all pupils.
- Make reasonable adjustments consistently and without unnecessary delay.
- Use the graduated approach: Assess → Plan → Do → Review → Adjust.
- Ensure EHCP outcomes, pupil strengths, barriers and aspirations inform day-to-day provision.
- Integrate educational, therapeutic and specialist advice into ordinary practice.
- Place pupils in the TAS campus, environment and curriculum offer most likely to meet need.
- Use pupil and family voice to influence decisions and demonstrate what changed as a result.
- Evaluate the difference provision makes, not merely whether an intervention took place.
- Promote participation, independence, wellbeing, preparation for adulthood and a strong sense of belonging.
- Ensure leaders have accurate oversight of pupils educated off site, through alternative arrangements or on reduced timetables.

5. Leadership, Authority and Accountability

5.1 Group SENDCo
The TAS Group SENDCo is Jo, who is empowered through her leadership status to lead whole-group improvement for pupils with SEND. This is a strategic leadership role, not an advisory role without authority.

The Group SENDCo is a member of the Business Support Services Team and has direct access to the Proprietor/Executive Lead. Jo and the Proprietor/Executive Lead meet weekly to consider SEND, inclusion, placements, emerging concerns, therapeutic provision, quality and strategic priorities.

The Group SENDco:

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- provides strategic leadership of SEND and inclusion across TAS;
- leads and coordinates the campus SEN Lead network;
- oversees the maintenance, quality and accuracy of campus SEN registers;
- has oversight of Occupational Therapy (OT), Speech and Language Therapy (SaLT) and Educational Psychology (EP) input within the TAS model;
- is heavily involved in referrals, assessment of suitability and decisions about the TAS environment/campus most likely to meet a pupil's needs;
- works with teaching and learning leadership, including Ann, to evaluate the quality of teaching, curriculum access, adaptations and reasonable adjustments;
- supports leaders to translate specialist recommendations into everyday classroom practice;
- reviews patterns, emerging need, impact and provision across campuses;
- leads or commissions SEND professional development, including SEN Snapshots;
- contributes to strategic resource and budget decisions;
- supports liaison with parents, local authorities, commissioners and external professionals where appropriate.

5.2 Proprietor / Executive Lead
The Proprietor/Executive Lead retains strategic accountability for the effectiveness of the school's arrangements. The Proprietor/Executive Lead is also a qualified SENDco and previously held lead SENDco responsibility within TAS. This provides an additional level of informed strategic challenge and oversight while preserving the Group SENDco's operational and professional autonomy.

5.3 Campus SEN Leads
Each campus has an identified SEND Lead. Campus SEND Leads know their cohort, maintain the campus SEND register, support staff, monitor provision and adjustments, contribute to reviews and escalate concerns or changing need.

Jo and the wider SEND/therapeutic team meet bi-weekly. Jo and campus SEND Leads meet formally at least every half term, with additional contact as required. Campus leaders remain accountable for inclusive practice in their own setting; responsibility is never transferred solely to the SEND Lead.

5.4 All staff
Every member of staff is responsible for inclusion. Teachers and other adults must understand the pupils they work with, know the barriers identified, maintain high expectations, make agreed adjustments, implement specialist advice, check understanding and communicate concerns promptly.

6. Governance and Strategic Scrutiny

Those responsible for governance and strategic oversight should be able to explain how they know that inclusion is working. Scrutiny will consider patterns and impact rather than relying only on policy compliance.

- the profile of SEND and other barriers across the cohort;
- quality and consistency of inclusive teaching;
- attendance, participation, behaviour/regulation and engagement;
- progress from individual starting points and achievement;
- pupil and family voice;
- implementation and impact of specialist advice;
- use and impact of SEND and therapeutic resources;
- off-site provision, reduced timetables and alternative arrangements;
- staff training and confidence;
- transition, destinations and preparation for adulthood;
- areas of strength, variation between campuses and priorities for improvement.

7. Admissions, Referrals and Placement

Requests for admission may be received from local authorities, schools, commissioners, parents/carers or other professionals. TAS recognises that an appropriate placement is a central part of effective inclusion.

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Referral information is considered by relevant leaders, with the Group SENDco heavily involved in understanding need, identifying potential barriers and considering which TAS campus, environment and curriculum model is most likely to provide an appropriate match. Where a placement is commissioned by a local authority, TAS will maintain clear communication and evidence to support commissioner oversight of suitability, provision, progress and outcomes.

The process may include document review, consultation with the pupil and family, discussion with commissioners and professionals, visits, observation and/or assessment activity. TAS will consider whether it can reasonably meet need and whether the proposed placement is in the pupil's best interests.

Placement decisions must not be based simply on diagnosis. Leaders consider the pupil's strengths, communication, regulation, learning profile, relationships, safeguarding, health, therapeutic needs, previous experiences, aspirations and environmental fit.

8. Identification and the Graduated Approach

Identification is the beginning of support, not the end point. TAS uses a continuous graduated approach:

1. ASSESS – understand strengths, needs, barriers, starting points, pupil/family views, relevant assessment and specialist information.
2. PLAN – agree intended outcomes, teaching approaches, reasonable adjustments, support, responsibilities and how impact will be evaluated.
3. DO – implement the agreed provision consistently in ordinary practice and through targeted/specialist input where required.
4. REVIEW – evaluate whether provision is making a meaningful difference using appropriate quantitative and qualitative evidence.
5. ADJUST – refine teaching, environment, support, targets, provision or specialist involvement when evidence shows this is needed.

The cycle must be purposeful. Continuing an intervention because it is written on a plan is not sufficient if it is having limited impact.

9. SEND Register, Pupil Profiles and EHCPs

Campus SEND Leads maintain accurate SEND registers with oversight from the Group SENDco. Registers are working leadership tools and should reflect current need and provision rather than becoming static lists.

All pupils have personalised planning appropriate to their circumstances. Where a pupil has an EHCP, leaders and staff must understand the relevant needs, provision and outcomes and ensure these inform everyday teaching and support.

TAS uses pupil-centred profiles/plans to connect strengths, aspirations, barriers, reasonable adjustments, curriculum priorities, regulation and therapeutic advice. These should be concise enough to be understood and used by staff.

EHCP annual reviews are completed in accordance with statutory and commissioning requirements. TAS also reviews provision more frequently through its own cycles so that changing need is not left until an annual meeting.

10. High-Quality Inclusive Teaching

The most effective inclusion begins with everyday high-quality teaching. SEND provision cannot be evidenced only through intervention lists, one-to-one sessions or support plans.

Teachers and leaders are expected to:

- know pupils' strengths, barriers and relevant prior learning;
- maintain high expectations while adapting the route to success;
- check understanding and respond to what pupils show they know;
- adapt teaching, communication, resources, pacing, environment and grouping appropriately;
- make reasonable adjustments consistently;
- use assessment to inform next steps;

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- implement relevant specialist recommendations;
- avoid dependency where pupils can be supported towards greater independence;
- ensure pupils with SEND have meaningful access to the wider curriculum and school community.

The Group SENDco works with Ann and teaching and learning leaders to review inclusive classroom practice, identify development needs and ensure SEND is visible within ordinary teaching rather than confined to specialist provision.

11. Curriculum, Personalisation and Access

TAS provides a broad, balanced, relevant and ambitious curriculum, personalised to pupils' ages, stages, needs, strengths and intended destinations. Curriculum access is supported through reasonable adjustments, appropriate scaffolding, specialist advice and carefully chosen educational environments.

Personalised timetables may be used where appropriate, but leaders must be able to explain the educational rationale, intended outcomes, review arrangements and how pupils retain a meaningful entitlement to education.

Curriculum planning should connect, as appropriate, to EHCP outcomes, pupil profiles, personal and social development, communication, independence, preparation for adulthood, accredited learning and transition.

12. Integrated therapeutic and specialist provision

TAS uses a multidisciplinary approach. Occupational Therapy, Speech and Language Therapy and Educational Psychology are coordinated within the wider SEND structure under the Group SENDco's oversight. Other specialists may be involved according to need.

Therapeutic input is not treated as an isolated service. Advice should inform teaching, communication, environmental design, regulation, curriculum access and staff practice where relevant.

Where specialist advice is obtained, leaders must consider whether it is being understood and implemented consistently, and whether it is making a difference.

13. Pupil and Family Engagement

TAS will engage proactively and promptly with pupils and families. Voice is not something collected solely for a form or review; it should influence action.

Leaders should be able to demonstrate:

- how each pupil communicates what helps, what is difficult and what matters to them;
- how parent/carer knowledge contributes to assessment and planning;
- how concerns are responded to;
- how views and aspirations influence decisions;
- what changed because a pupil or family was listened to.

Pupil and family engagement may take place through everyday contact, pupil voice, review meetings, annual reviews, parent/carer meetings, surveys and other appropriate methods. Communication methods should be adapted to the needs of the pupil and family.

14. Measuring Impact and the TAS Evidence Model

TAS focuses on the difference provision makes, not simply whether provision occurred. Leaders use balanced evidence to understand what is and is not working.

Quantitative evidence may include:

- attainment and progress from starting points;
- attendance and persistent absence;
- participation and engagement;
- suspensions or incidents where relevant;
- accredited outcomes and qualifications;
- transition and destination information.

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Qualitative evidence may include:

- pupil voice;
- parent/carer feedback;
- observations and learning walks;
- work scrutiny and curriculum evidence;
- case sampling;
- staff and specialist feedback;
- evidence of growing confidence, independence, regulation and belonging.

Impact should be considered across learning, attendance, participation, independence, wellbeing, successful transitions, preparation for adulthood and pupils' sense of belonging. Data should be proportionate and useful; TAS does not collect information merely to create a large SEND dashboard.

15. SEN Snapshots and Professional Development

Staff must have the knowledge and support required to implement provision effectively. TAS uses whole-school training, campus development, coaching, specialist input and short focused 'SEN Snapshots' led by the Group SENDCo.

SEN Snapshots are concise professional learning inputs designed to build staff understanding of needs, barriers, inclusive strategies, reasonable adjustments and practical implementation. Themes are informed by cohort need, emerging patterns, quality assurance and staff development priorities.

Professional learning should be evidence-informed, applied in practice and revisited so that leaders can evaluate whether it has changed staff behaviour and improved pupils' experiences.

16. Resources and Funding

Each TAS school/campus has an identified SEN budget within its resource planning, with additional resources available for therapeutic and specialist input. Funding decisions should be linked to identified cohort and individual need, inclusion priorities and expected impact.

Leaders should be able to explain how resources are being used to remove barriers and strengthen provision. The question is not simply how much was spent, but what difference the investment made.

The TAS Inclusion Strategy provides the strategic context for resource decisions and should be reviewed alongside school/campus improvement priorities.

17. Pupils Educated Away from the Main Classroom or Site

Pupils remain members of their school community when they are learning outside the main classroom, at another TAS environment, through alternative provision, remotely, or on a reduced/part-time timetable.

TAS retains clear oversight, as applicable, of:

- education and curriculum access;
- safeguarding and welfare;
- attendance and whereabouts;
- progress and achievement;
- personal development;
- participation and belonging;
- the suitability and safety of any external provision;
- the intended purpose, duration and review of the arrangement.

Where external alternative provision is used, leaders must satisfy themselves that it is suitable and safe, that required checks are complete, that attendance is monitored and that the placement is in the pupil's best interests. Reduced timetables should be exceptional, purposeful, reviewed and supported by a clear plan towards increased education where appropriate.

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18. Attendance, Behaviour, Regulation and Restrictive Intervention

TAS recognises that SEND, communication, mental health, medical needs, trauma and other barriers can affect attendance and behaviour. Leaders should understand the causes rather than responding only to the presenting behaviour, while maintaining ambitious expectations.

Reasonable adjustments and support should be monitored and changed as circumstances change. TAS's relationship and regulation approach is governed through the relevant policies within the eight-core policy framework.

Any restrictive physical intervention must be governed by current law, statutory standards and TAS policy. The September 2026 independent school inspection materials include strengthened attention to the recording and reporting of restrictive interventions, including use of force and seclusion. TAS leaders must ensure that practice, records, review and governance oversight remain compliant with the current Independent School Standards.

19. Safeguarding and SEND

Pupils with SEND may have additional safeguarding vulnerabilities. Safeguarding arrangements must therefore be responsive to communication, cognition, sensory needs, disability, dependence on adults, online risks, attendance patterns and individual circumstances.

Staff must never assume that behaviour, distress or communication is simply a feature of SEND. Concerns must be considered through the safeguarding framework and reported in accordance with the Safeguarding and Child Protection Policy.

The voices of pupils educated away from the main site or classroom must remain visible within safeguarding oversight.

20. Medical Needs

Pupils with medical conditions are supported in accordance with statutory guidance and TAS medical procedures. Staff receive role-appropriate training and individual healthcare arrangements are put in place where required.

Medical need, SEND and attendance should be considered together where relevant, with appropriate liaison between families, education, health and other professionals.

21. Transitions and Preparation for Adulthood

Transition is planned rather than treated as an event. This includes entry to TAS, movement between campuses or curriculum pathways, reintegration, return from alternative provision, phase transfer and progression to further education, training, employment or adulthood.

Planning should consider communication, independence, relationships, travel, self-advocacy, wellbeing, qualifications, vocational experience and the pupil's own aspirations, as appropriate.

22. Quality Assurance: Knowing Whether Inclusion is Working

SEND quality assurance is integrated into the wider school improvement cycle. It may include SEND register review, case sampling, pupil profiles, learning walks, work scrutiny, attendance analysis, pupil and parent voice, review of specialist recommendations, curriculum evidence, staff discussion and evaluation of outcomes.

SEND case sampling should enable leaders to follow the lived experience of individual pupils from identification and planning through teaching, support, participation and impact.

Where variation or weakness is identified, leaders agree actions, responsibility, timescales and review points. Strategies should be systematically adjusted when evidence shows they are not making enough difference.

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23. Meetings and Communication Structure

Forum	Frequency	Purpose
Group SENDco + Proprietor/Executive Lead	Weekly	Strategic SEND/inclusion oversight, referrals, placements, emerging issues and priorities.
Group SENDco + SEND/therapeutic team	Bi-weekly	Operational coordination, specialist input, cases, themes and service priorities.
Group SENDco + Campus SEN Leads	At least half-termly	Registers, cohort need, implementation, impact, consistency, CPD and campus priorities.
Campus leadership / staff	Ongoing	Pupil provision, reasonable adjustments, teaching, review and family communication.
Governance / strategic oversight	Scheduled through governance cycle	Challenge, assurance, resources, outcomes and inclusion strategy scrutiny.

24. Key evidence TAS should be able to demonstrate

- An accurate picture of cohort needs, barriers and strengths.
- A current SEN register at each campus with group oversight.
- Pupil profiles/plans that staff know and use.
- EHCP provision and outcomes translated into everyday practice.
- Evidence of Assess–Plan–Do–Review–Adjust cycles.
- Consistent reasonable adjustments and inclusive teaching.
- Evidence that specialist recommendations are implemented.
- Pupil and family voice, including examples of resulting change.
- Balanced evidence of academic and personal impact.
- SEND and therapeutic budget decisions linked to need and impact.
- SEND Snapshot and wider staff development records with evidence of application.
- Clear oversight of pupils off site, in AP or on reduced timetables.
- Case studies/sampling showing the pupil's lived experience over time.
- Governance and leadership scrutiny of inclusion.
- A live Inclusion Strategy connected to school improvement and the eight core policies.

25. Related TAS Documents

- TAS Inclusion Strategy.
- TAS suite of Eight Core Policies / TAS Relationship & Regulation Model.
- Safeguarding and Child Protection Policy.
- Accessibility Plan.
- Curriculum policies and curriculum intent documentation.
- Attendance policy and procedures.
- Medical needs / medicines procedures.
- Alternative Provision / off-site education procedures where applicable.
- Pupil Profile / personalised planning documentation.
- School Development Plan and campus improvement plans.
- SEND Information Report where legally applicable.

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26. Monitoring and Review

The Group SENDco and senior leadership will review this policy at least annually and sooner where there is a significant change to legislation, statutory guidance, Independent School Standards, Ofsted inspection materials or TAS organisational arrangements.

Review will consider not only whether the written policy remains accurate, but whether its principles are visible in pupils' everyday experiences across all TAS campuses.

Appendix A – Government and Inspection Update Incorporated into this Policy

For September 2026, Ofsted's renewed non-association independent school inspection toolkit gives inclusion a prominent whole-school role. It explicitly considers whether high-quality inclusive teaching reduces barriers; whether emerging needs are identified quickly; whether the graduated approach is used effectively; whether a qualified SENDco, where relevant, is empowered through leadership status; and whether leaders use well-analysed quantitative and qualitative evidence to adjust strategies and secure sustained impact.

The operating guidance also places emphasis on case sampling, pupils with EHCPs, reasonable adjustments, external professionals, off-site alternative provision, part-time timetables and the impact of support. TAS has reflected these expectations throughout this policy.

The wider DfE 2026 agenda places increased emphasis on inclusive practice by design, early evidence-based support and transparent inclusion strategies. The statutory grant conditions attached to the Inclusive Mainstream Fund apply to eligible state-funded mainstream settings and do not automatically apply to TAS. However, because TAS works predominantly with local-authority-commissioned pupils and seeks to demonstrate strong, transferable inclusive practice, TAS intentionally adopts relevant principles from this agenda as a benchmark for its own provision, commissioning assurance and continuous improvement.

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Evergreen Forest Nursery at Sapling Green – EYFS Addendum (October 2026)

The following wording is added to align this policy with the forthcoming registration and opening of Evergreen Forest Nursery at Sapling Green.

EYFS application

Where this policy applies to Evergreen Forest Nursery at Sapling Green, it must be implemented in conjunction with the current Early Years Foundation Stage (EYFS) statutory framework for group and school-based providers and all registration, safeguarding and welfare requirements applicable to the nursery. The EYFS requirements are applied in a developmentally appropriate way and alongside the Equality Act 2010, TAS SEND and inclusion arrangements, the Accessibility Plan and the TAS Relationship & Regulation Model (TRRM).

Early identification and graduated response

Evergreen Forest Nursery will use developmentally appropriate observation, assessment and professional judgement to identify emerging or changing needs early. The TAS Assess → Plan → Do → Review → Adjust approach will be used in an age-appropriate form, with parents/carers and the child's key person central to planning and review.

SEND leadership

Evergreen will have a clearly identified person responsible for day-to-day SEND coordination within the nursery. That role will connect directly with the TAS Group SENDco and Sapling Green Farm School and Nursery leadership so that specialist advice, reasonable adjustments, transition planning and quality assurance form part of the wider TAS SEND system.

Operational expectations

• Pupil Profiles and support plans will be adapted for the age and developmental stage of nursery children.

• Reasonable adjustments will cover communication, sensory access, mobility, play, personal care, routines, learning experiences and outdoor/forest participation.

• Transitions into, within and from Evergreen Forest Nursery will be planned with families and relevant professionals.

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