SEND Policy

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1. Purpose

This policy sets out how South Cumbria Skills Exchange (SCSE), operated by Whamos Training and Development CIC, identifies, assesses, supports and reviews the progress of learners with Special Educational Needs and Disabilities (SEND). It reflects the Children and Families Act 2014, the SEND Code of Practice 0–25 (2015), the Equality Act 2010, and the DfE's standards for non-school Alternative Provision.

Many learners placed with SCSE through commissioning schools or local authorities have additional needs, including those with an Education, Health and Care Plan (EHCP). This policy describes our approach.

2. Scope

This policy applies to all learners at SCSE who have, or are identified as potentially having, special educational needs or a disability. It applies whether or not the learner has a formal diagnosis or EHCP.

3. Named SEND coordinator

The Special Educational Needs Coordinator (SENDCo) at SCSE is **Elizabeth Amos-Milburn**, Co-Director. The SENDCo is responsible for:

- Strategic oversight of SEND provision at SCSE
- Coordinating support for individual learners with SEND
- Liaison with commissioning schools' SENDCos and Local Authority SEND case workers
- Attending or contributing to EHCP annual reviews where SCSE is part of the provision
- Maintaining the SEND register and individual support plans
- Staff training on SEND, inclusive practice and reasonable adjustments

The Deputy SENDCo is Alexandra Gager-Liebhart, Co-Director.

4. Our SEND offer

SCSE delivers Alternative Provision and is well placed to support learners with SEND, particularly those with:

- Social, emotional and mental health (SEMH) needs
- Communication and interaction needs (including autism)
- Neurodivergence including ADHD, dyslexia, dyspraxia and dyscalculia
- Sensory sensitivity
- Anxiety, school refusal, or experience of trauma

Our approach centres on small group and one-to-one work, predictable routines, learner-led pacing, and creative/practical engagement (including filmmaking) as a route into wider learning. Learners are not required to mask their needs in order to access the provision.

5. The four broad areas of SEND

In line with the SEND Code of Practice, we recognise four broad areas of need:

- **Communication and interaction** — including speech, language and communication needs (SLCN) and autism spectrum conditions (ASC)
- **Cognition and learning** — including specific learning difficulties (SpLD) such as dyslexia, dyscalculia, dyspraxia; and moderate, severe and profound learning difficulties
- **Social, emotional and mental health (SEMH)** — including anxiety, depression, attachment difficulties, ADHD, conduct concerns and trauma-related presentations
- **Sensory and/or physical** — including visual or hearing impairment and physical disability

A learner may have needs in more than one area, and the way those needs present at SCSE may differ from how they present in a mainstream setting.

6. Identification and assessment

The majority of learners arriving at SCSE have already been identified with SEND by their commissioning school or local authority. For these learners, we receive the relevant assessment information (SEN Support Plan, EHCP, EP report) as part of the placement information-sharing process.

Where SCSE identifies a possible SEND need that has not previously been recorded — for example, a learner showing signs of significant difficulty with reading or with peer interaction that the commissioning school had not flagged — the SENDCo will:

- Discuss the observation with the learner (in age-appropriate terms) and parent or carer
- Share the observation with the commissioning school's SENDCo so that they can decide whether to initiate a formal assessment
- Adjust SCSE's support in the meantime

SCSE does not carry out diagnostic assessments. Formal diagnosis is made by qualified health, education or psychological professionals through appropriate referral routes.

7. Learners with an EHCP

Where a learner has an EHCP and SCSE is part of the provision specified or proposed in Section F (Special Educational Provision):

- SCSE participates in the placement decision-making process before the placement begins
- Section F provision relevant to SCSE is implemented and monitored
- SCSE contributes a written progress report to the EHCP annual review
- The SENDCo or a director attends the annual review meeting where invited
- Any concern that the EHCP is no longer meeting the learner's needs is raised promptly with the commissioning school and the Local Authority SEND case worker

The legal threshold for full-time Alternative Provision registration explicitly includes provision for learners with an EHCP. SCSE understands this responsibility and the additional scrutiny it brings.

8. Individual support plans

Every learner at SCSE has an individual support plan (or equivalent — sometimes called an "Inclusion Plan" or "Learning Profile") that records:

- The learner's strengths and interests
- Identified needs and any formal diagnoses
- Specific support and reasonable adjustments in place
- Triggers, sensitivities, and strategies that work

- Communication preferences
- Risk indicators and de-escalation approaches (where relevant)
- Targets the learner is working towards
- The commissioning school's expectations and any link to EHCP outcomes

Support plans are written collabouratively with the learner and parent or carer where appropriate. They are reviewed termly or sooner if the learner's circumstances change.

9. Reasonable adjustments

Under the Equality Act 2010, SCSE makes reasonable adjustments to enable learners with disabilities to access the provision on the same basis as their peers. Examples include:

- Adjusted session timings or break patterns
- Quiet/sensory-friendly spaces
- Use of assistive technology
- Reduced expectations around eye contact, verbal participation, or physical proximity
- Alternative formats for instructions and information
- Modified assessment arrangements (in coordination with the awarding body where applicable)
- Movement breaks and stim-friendly environments
- One-to-one over group work where appropriate

The SCSE Reasonable Adjustments Policy describes our process in more detail.

10. Curriculum and inclusion

The SCSE curriculum is designed to be:

- Practical and skills-based, allowing learners to demonstrate ability in non-text-heavy ways
- Modular, so learners can progress at their own pace
- Built around relationships with trusted adults, recognising that for many SEND learners the quality of relationship is the primary enabler of learning
- Linked to externally recognised qualifications wherever possible to support progression

Filmmaking, a core part of our offer, is particularly well-suited to learners with communication, sensory and SEMH needs as it gives them a vehicle to express ideas, work in teams on their own terms, and develop transferable skills without the dominance of written assessment.

11. Communication and partnership

Working with parents, carers and the commissioning school is fundamental to good SEND provision. SCSE ensures:

- A named contact (the SENDCo or session lead) is available for parents and carers
- Regular updates to the commissioning school via agreed channels
- Attendance at EHCP reviews and team-around-the-child meetings where invited
- Listening to the learner's voice in all decisions affecting them, in line with the Code of Practice principle of co-production

12. Multi-agency working

Where a learner is supported by other professionals (e.g. CAMHS, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Youth Justice worker), SCSE works in coordination with them. The SENDCo maintains a record of which professionals are involved and seeks consent for information sharing with each.

13. Transition

Effective transition is critical for learners with SEND, who often find change especially difficult. SCSE supports:

- **Transition in** — phased introduction, pre-visits, photo guides, written induction summaries, gradual building of expectations
- **Transition out** — handover meetings with the receiving setting, sharing of strategies that work, a written learner-led summary

14. Staff training

All SCSE staff receive:

- SEND awareness at induction, including an introduction to the four broad areas of need and reasonable adjustments
- Specific autism awareness, ADHD awareness, and trauma-informed practice training
- Annual refresher on SEND legal duties and updates to the Code of Practice
- Access to additional specialist training relevant to learners they support (e.g. PDA, sensory processing)

15. Accessibility

The Devonshire Road Industrial Estate premises is reviewed annually for physical accessibility. Reasonable adjustments to the premises are made where required and where reasonably practicable. Where the premises cannot meet a learner's specific physical access needs, alternative arrangements are agreed with the commissioning school before placement begins.

16. Concerns and complaints

A learner, parent, carer or commissioning body who has a concern about SCSE's SEND provision may raise it informally with the SENDCo or formally via the Complaints Policy. Concerns about EHCP delivery may also be raised with the Local Authority SEND team.

17. Related policies

This policy should be read alongside:

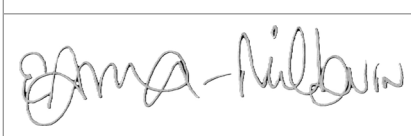
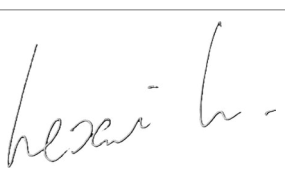
- Safeguarding Policy
- Equality and Diversity Policy
- Neurodiversity Policy
- Reasonable Adjustments Policy
- Reasonable Adjustments and Special Considerations Policy
- Mental Health Policy
- Admissions and Referral Policy
- Complaints Policy

18. Policy review

This policy is reviewed annually by the SENDCo and the Directors, or sooner if statutory guidance, the Code of Practice, or our cohort profile changes significantly.

Approval & Review

This policy has been approved on behalf of the Directors:

Elizabeth Amos-Milburn *Co-Director*	**Alexandra Gager-Liebhart** *Co-Director*
	

Date of approval: 18th May 2026
Next review: 18th May 2027

Schedule 1 — Record of Changes

Version	Date	Nature of Change
001	18th May 2026	Initial published version included in the Combined Policies and Procedures 2026 edition.