Education 1st
"enhancing lives through education"
Sports 1st

07341 564 377
admin@education-1st.org.uk
www.education-1st.org.uk

Special Education Needs & Disabilities (SEND) & Inclusion Policy

Policy Review
The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **15th June 2009**
Reviewed: **17th July 2026**
Date of next review: **17th July 2027**

Signed

Craig Dembicki
Managing Director
Education 1st

Purpose of this Policy
Education 1st is an Alternative Learning Provider which aims to promote mutual respect, understanding and an effective education for all its students. We believe that all children and young people should be equally valued and therefore endeavour to promote equality of opportunity and outcomes, and to help develop a learning environment and personal development opportunities where all students can flourish and feel safe.

All students should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning challenges. In line with the **National Inclusion Standards (2026)** and the **Universal Offer**, Education 1st ensures that every student benefits from adaptive teaching, calm and regulated learning environments, and early help where needed.

This policy refers to students at Education 1st with special educational needs and disabilities (SEND), including why and how the company works with them. The guiding principle which informs this policy is ensuring that students with SEND are given equal opportunities with their peers to fulfil their academic and personal potential and are helped to feel worthy and important members of the wider community. All students with SEND have an **Individual Support Plan (ISP)**, in accordance with the Education for All Act 2026.

Related Policies:
Attendance Policy
Equality and Diversity Policy
Child Protection and Safeguarding Policy
Supporting Students with Medical Conditions Policy
Behaviour Policy
Looked After Children Policy

Objectives of the Policy

- To identify and provide for students who have special educational needs and disabilities.
- To work within the guidance provided in the Special Educational Needs and Disability Code of Practice: 0–25 years and the **Education for All Act 2026**.
- To operate a ‘whole student, whole school’ approach to the management and provision of support for special educational needs and disabilities.
- To ensure access to a broad and balanced personalised curriculum and high levels of achievement for all students.
- To deliver the **Universal Offer** and meet the **National Inclusion Standards**.
- To provide support and advice for all staff working with students who have special educational needs and disabilities.
- To develop and maintain partnership and high levels of engagement with commissioning schools, the local authority and parents/carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes.
- To work in cooperative and productive partnership with the local authority, commissioning schools and external agencies, ensuring a multi-professional approach to meeting the needs of all vulnerable learners. To ensure all students with SEND have an **Individual Support Plan (ISP)** which is reviewed regularly with students, parents/carers and commissioning bodies.

Definition of 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 him or her.

This definition remains aligned with the SEND Code of Practice 2015, but under the **Education for All Act 2026**, special educational provision must also align with the **Universal Offer**, **National Inclusion Standards**, and the requirement for an **Individual Support Plan (ISP)** for all SEND learners.

Disabled Students
Many children and young people who have special educational needs may have a disability under the Equality Act 2010. There is a significant overlap between disabled young people and those with special educational needs. Where a child or young person requires special educational provision over and above reasonable adjustments, aids and services required by the Equality Act 2010, they will be additionally covered by the SEND definition.

Scope of Policy
This policy applies to all students with special educational needs and/ or disabilities (SEND), their parents/carers and all staff at Education 1st.

Key Requirements / Legal Duties

- This policy responds to the statutory requirements and recommendations of:
- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015, updated 2024)
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- Alternative Provision: Statutory Guidance for Local Authorities (2025)
- Ofsted School Inspection Handbook (updated 2024)
- Independent Schools Inspectorate Integrated Handbook (2024)
- The National Curriculum in England Framework (2014)
- Education for All Act 2026
- National Inclusion Standards (2026)
- Universal Offer (2026)
- Individual Support Plan (ISP) statutory duty (2026)
- Calm and Regulated Environments Guidance (June 2026)
- SEND Workforce Development Duty (2026–2027)

Core Principles
Education 1st fully endorses the SEND Code of Practice 0–25 years (2015), Alternative Provision Statutory Guidance (2025), and the National Inclusion Standards (2026). We ensure that all students:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood

Education 1st is fully committed to the inclusion of students with SEND, providing that the provision is compatible with the student's age, ability and aptitude, and that their attendance is not incompatible with the effective education and personal development of other students.

In keeping with the Equality and Diversity Policy, we affirm that:

- All students are of equal value
- We recognise, respect and value difference
- We foster positive attitudes and relationships
- We foster a shared sense of cohesion and belonging
- We have the highest expectations of all students

- We raise standards for all students, including the most vulnerable
- We observe good equalities practice for staff

Education 1st also commits to:
- Delivering the Universal Offer
- Providing adaptive teaching
- Maintaining calm, regulated environments
- Implementing the Tiered SEND Model (Targeted, Targeted Plus, Specialist)
- Ensuring every SEND learner has an Individual Support Plan (ISP)

Partnership with Families
Education 1st works in close partnership with parents/carers. This will enable all students with SEND to achieve good outcomes. The company recognises that parents and carers have a unique overview of their child or young person's needs and how best to support them, and that this gives them a key role in the partnership process.

We maintain high aspirations for all our students, including those with SEND. In keeping with the principles of Person-Centred Planning (a process for continual listening and learning, focusing on what is important to someone now and in the future, and acting upon this in alliance with their family and friends) students with SEND are integral to the decision-making processes affecting them.

Education 1st recognises that young people are entitled to the same quality and level of information, advice and support as their parents/carers.

Students' views, opinions, aspirations, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help our students to achieve the best possible outcomes, preparing them effectively for adulthood.

Preparations for adulthood are developed in the following areas:
- Support to prepare for future education or employment
- Support to prepare for independent living
- Support for maintaining good health in adult life
- Support in participating in society

Identifying and Assessing Pupils with SEN
Education 1st has a clear approach to identifying and responding to SEND. All teachers at the provision are responsible for identifying students with SEND and, in collaboration with the staff from commissioning bodies, will ensure that those students requiring different or additional support are identified at an early stage.

On entry to the provision a **Student One-Page Profile** is completed with parents/carers and commissioning body staff and every student's attainment is assessed in order to ensure continuity of learning and personal development. This may flag up students who require additional interventions and/or further assessment – including rare occasions where commissioning schools have not identified specific needs.

We have detailed exchanges with commissioning bodies and the local authority Alternative Learning Provision Team. Information gained from the **Student Referral Form** and **Service Level Agreement** (completed with parents/carers and the commissioning body) is used to shape the student's curriculum and pastoral provision in the first few weeks.
This ensures that students have opportunities to demonstrate knowledge and understanding before long-term decisions are made about their personalised provision.

Assessing Students with SEND

Education 1st regularly gathers information from within the Education Centre's, external provision and commissioning bodies about every student's progress, alongside national data and expectations of progress. Academic data is updated on a termly basis and shared with students and parents/carers. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:

- be significantly slower than that of their peers starting from the same baseline
- fail to match or better the student's previous rate of progress
- fail to close the attainment gap between the student and his or her peers
- widen the attainment gap.

Students may also be identified via student progress meetings with parents/carers, external partners and commissioning schools where attendance and SEMH/ behaviour data are also considered.

Additional Support to Students with SEND following Assessment

The SEND Code of Practice 0-25 does not assume that there are hard and fast categories of SEND. It recognises that children and young people's needs and requirements fall into four broad areas:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

In line with the Special Educational Needs and Disability Code of Practice: 0-25 Education 1st accepts that students often have needs that cut across a number of these areas and that their needs may change over time.

When a student fails to make expected levels of **academic progress**, the following procedures are employed by his or her teacher at the provision:

- In the first instance the Education 1st staff will adapt a student's programme of learning opportunities using a range of strategies over a two-week period. Education 1st will liaise with the SENCO and/ or class teacher at the commissioning body and parents/carers about what is being tried and why.
- If there is no evidence of further improvement after two weeks then Education 1st will liaise with the SENCO at the commissioning body again, plan to implement greater degrees of differentiation for a period of six weeks and in conjunction with commissioning body staff provide additional resources to support learning and development. The commissioning body SENCO has joint responsibility for meeting with the parent/carer to discuss initial concerns before further interventions commence.
- If the student still fails to make progress after six weeks, then the Education 1st staff will contact and/or meet with commissioning body staff and the parent/carer to draw up/ agree on SMART learning and development outcomes for a revised **Personal Support Plan (PSP)**.
- The SENCO at the commissioning body, places (in most cases should have already placed) the student on the school's **SEN Register** and the student is listed on the school census as the commissioning body as being in receipt of SEN Support.
- The staff and learning mentors at Education 1st and commissioning body staff work on the student's agreed learning and development outcomes on a daily basis and monitor this work on a **termly monitoring sheet (TMS)**. This information is shared between the two settings and with parents/carers. Students in receipt of a short-term commission of one term or less have their progress monitored on a weekly **short term monitoring sheet (STMS)**.
- The staff at Education 1st and the commissioning body then review the student's progress with the student, parent/carer and the commissioning body SENCO at the end of each term, before adjusting

outcomes/ strategies/ resources using the scaffolded *Assess, Plan, Do and Review* graduated approach, where applicable.
- If further specialist advice is required, then the SENCO from the commissioning body and staff meet with the parent/carer to recommend a referral to an external education, health or care agency.
- Once parent/carer permission has been granted, the SENCO and the teachers from the commissioning body and Education 1st complete the Single Point of Entry referral documentation together.
- The staff at Education 1st and the commissioning body will continue to meet with the student and parent/carer on a regular basis (at least termly) to keep all parties informed about progress.

When a student presents with **social, emotional or mental health needs** that cannot be managed through the general strategies detailed in the provider's Behaviour Policy, the following procedures are employed by staff at Education 1st:

- The staff and learning mentors have responsibility for ensuring that records of all negative behaviours at or outside the Education Centre are kept up to date and shared with the commissioning body.
- After a period of 2 weeks, or a student's behaviour worsens then a manager / member of the Senior Leadership Team will liaise with the commissioning body staff, review all behaviour data and meet with the parent/carer to discuss initial concerns, seek their opinion and discuss their experiences.
- Strategies are then adjusted - this information must be shared with all stakeholders who are involved with the student's learning and personal development.
- If the student's behaviour becomes increasingly violent/ physically aggressive or presents as a high risk to self and others, then a member of the Senior Leadership Team and Mentor Manager meet with the commissioning body SENCO, any relevant external agencies involved (including the Police, where applicable) and the parent/carer in order to agree on SMART SEMH outcomes for a **Personal Support Plan (PSP).** This will include the revision of personal risk assessments, aspects of de-escalation/ diversion strategies that are particularly effective for the individual, sanctions and rewards, changes to educational provision/ leisure times and Positive Handling strategies when deemed absolutely necessary or as a last resort. This information is shared between all stakeholders.
- **Parents/carers must be met with and spoken to about any incident involving their child/ young person being positively handled on the day an incident occurs.**
- All staff at Education 1st and the commissioning body reviews the student's progress at the end of each week with parents/carers before making minor adjustments, where applicable.
- If further specialist advice is required, then the SENCO from the commissioning body and Education 1st staff meet with the parent/carer to recommend a referral to an outside agency. Once parent/carer permission has been granted, the SENCO and the teachers from the commissioning body and Education 1st staff complete the referral documentation together.
- The SENCO from the commissioning body and Education 1st staff will continue to meet with the parent/carer on a regular basis to keep all parties informed about progress.

We acknowledge that while considering the holistic needs of the student, some areas which are not SEND may still impact on progress and attainment:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Social and economic disadvantage
- The impact of multiple fixed term exclusions & resulting emotional barriers to learning
- Being a Looked After Child
- Being supported by a social worker

N.B ‘Behaviour’ is not a special educational need in itself. In keeping with the SEND Code of Practice 0-25, poor behaviour is viewed as a response to an underlying unmet need which Education 1st, in partnership with commissioning bodies and parents/carers will endeavour to identify.

Arrangements for Consulting with Children & Young People with SEND:
All review meetings with commissioning bodies and parents/carers involve individual students and they have opportunities in which to share their views and opinions.

All students contribute to Annual Reviews, Transfer Annual Reviews, Transition Plans, applications for Statutory EHCP Assessment and referral documentation for outside agency observations and assessments.

The Graduated Approach to Meeting Special Educational Needs

High Quality Teaching
Commissioning schools remain responsible and accountable for the progress and development of the students they place at Education 1st, including where students with SEND require additional support from teaching assistants or specialist staff. High-quality teaching, differentiated for individual students, is the first step in responding to those who have or may have SEND. High-quality first teaching for all students, including those with special educational needs and disabilities, is a whole-school responsibility — with the provision delivered at Education 1st forming one essential part of this.

In line with the Education for All Act 2026, the Universal Offer, and the National Inclusion Standards, Education 1st ensures that all students benefit from:

- Adaptive teaching tailored to individual strengths, needs and learning profiles
- Calm, regulated learning environments that reduce sensory overload and support emotional regulation
- Predictable routines and communication approaches
- Early help where emerging needs are identified

Additional intervention cannot compensate for a lack of high-quality educational provision. Students’ needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, standardised assessment results, reading and spelling ages, and other student progress data
- Assessment and monitoring arrangements aligned with ISP review cycles
- Listening to and following up parental/carer concerns
- Tracking individual student progress over time using academic and SEMH development learning ladders
- Liaison with, and information from commissioning bodies, PRUs and the local authority at referral
- Joined-up working with commissioning bodies and involving external agencies as appropriate
- Interventions including individual support, mentoring and targeted early help.

Increased Levels of Provision and Support
Despite high-quality individual support, it may become evident that some students require increased levels of provision. Education 1st follows a graduated approach aligned with the Tiered SEND Model (Targeted, Targeted Plus, Specialist).

Tiers of Intervention:
Targeted*: (School based)*

- Inclusive programmes for all and setting suitable learning and personal development challenges and not just ‘holding tasks’ for less able students
- Responding to students’ diverse needs - including social, emotional, cognitive, physical and sensory needs
- Overcoming potential barriers to learning – reflecting on engagement approaches and learning styles, students’ access to their personalised curricula and implementing successful pathways leading to desirable outcomes.

Targeted Plus*: (School based)*

- Additional short-term interventions (usually small group) to enable students to work at age-related expectations or above.
- Mentor overseen 'catch up' programmes.
- Additional use of ICT or the development of keyboard skills.
- Personal reward / motivation systems.
- Learning mentor support for less structured periods.
- Access to practical multisensory learning resources.

Specialist*: (School based & those interventions offered by Education 1st as an alternative learning provision)*

- Additional longer-term highly personalised interventions.
- Alternative learning / personalised provision.
- Long term outcome setting on SEN Support Personal Support Plans.
- Involvement of commissioning bodies' SENCOs and external/ multidisciplinary agencies.

Targeted Plus and Specialist interventions must be discussed with parents/carers and the student/s concerned prior to commencement. Regular feedback meetings are required in order that all stakeholders have a clear understanding of student progress as well as the effectiveness of the planned intervention/s.

Review of Provision

The effectiveness of support and interventions — and their impact on student progress — are reviewed in line with DfE statutory assessment, reporting and recording arrangements, and the **termly ISP review cycle**. The views of the student and their parent/carer are integral to this process.

The commissioning body SENCO maintains responsibility for providing a personalised progress report to parents/carers for all students in receipt of SEN Support at the end of the academic year, in line with statutory duties outlined in the SEND Code of Practice 0–25 years and updated expectations under the Education for All Act 2026.

Statutory Education, Health and Care Plans

For students with the highest level of need who have not already been awarded a Statutory Education, Health and Care Plan, it may be appropriate for the commissioning body SENCO to request a Statutory Education, Health and Care (EHC) Assessment.

Prior to submitting an application for Statutory Assessment to the SEN Panel, the commissioning body may request additional Top-Up funding from the local authority if the cost of the special educational provision required exceeds the nationally prescribed threshold.

Education 1st contributes to this process through student and parent/carer contributions (wants, needs, likes, dislikes, strengths, needs, future aspirations), documentation such as ISPs, PSPs, PHPs, BESC/SS, OPPs, termly monitoring, standardised academic assessment results, behaviour data, SEMH development outcomes, personalised provision mapping, samples of work (where appropriate), meeting logs, personalised timetables and evidence demonstrating how provision aligns with the Bristol Universal Descriptors (BUDS).

Under the **digital EHCP system (2026)**, Education 1st ensures all evidence is provided in the required national format.

Education 1st works closely with commissioning bodies and the local authority to ensure that students and their parents/carers are fully included in the statutory EHC assessment process from the start, are aware of opportunities to offer views and information, and are consulted about the content and outcomes of the plan.

The Management of SEND and Inclusion at Education 1st

The Operations Director and Operations Managers and Education 1st have responsibility for the ongoing implementation of this SEND and Inclusion Policy. The Designated CiC/ Looked After Children lead also has strategic responsibility for the inclusion of students with SEND who are adopted or are in local authority

care or are otherwise care-experienced. All staff at Education 1st have responsibility for maximizing achievement and opportunity for vulnerable students in a positive and sensitive manner. The Operations Director and Managers are responsible for monitoring and evaluating the progress of all students and for making strategic decisions which will maximize their opportunity to learn.

Discussions with students' parents/carers and commissioning bodies are fundamental to the implementation of this policy.

The Role of the Managing Director (MD)

The MD will be responsible for ensuring the Operations Manager and staff at Education 1st have implemented and updated their SEND provision in accordance with the *Special Educational Needs and Disability Code of Practice: 0-25 years* annually.

Complaints & Feedback Procedure

Education 1st's Complaints procedure is outlined in the Complaints & Feedback Policy available on the company's website and is also available in hard copy on request from the Operations Director and Education 1st Administration Staff.

Education 1st pays due regard to the Government guidance from the *Special Educational Needs and Disability Code of Practice: 0-25 years (May 2015)* on resolving disagreements with parents/carers with regard to how the needs of students with SEND are met by the commissioning bodies and our own alternative provision.

Education 1st SEND Information and Local Offer

Education 1st publishes information on our website about the implementation of this policy for students with SEND. This information is updated annually, and any changes to data, procedures or statutory requirements occurring during the year are updated as soon as possible. Our SEND Information and Local Offer reflect the expectations of the **Education for All Act 2026**, the **National Inclusion Standards**, and the **Universal Offer**, ensuring transparency for parents/carers, commissioning bodies and young people. The information includes:

- The kinds of special educational needs and disabilities that are provided for, in line with the Special Educational Needs and Disability Code of Practice: 0–25 years and updated national SEND reforms. Policies for identifying students with SEND and assessing their needs, including the name and contact details of the named teacher with responsibility for Inclusion.
- Arrangements for consulting parents/carers of students with SEND and involving them in their child or young person's education, including co-production of **Individual Support Plans (ISPs)**.
- Arrangements for consulting young people with SEND and involving them in their education, ensuring their views, wishes and feelings shape their ISP and personalised provision.
- Arrangements for assessing and reviewing students' progress towards outcomes, including opportunities to work with commissioning bodies, parents/carers and young people as part of the ISP review cycle. Arrangements for supporting students in moving between phases of education and preparing for adulthood, including careers guidance, independent living skills, health and community participation.
- The approach to teaching students with SEND, including **adaptive teaching**, **trauma-informed practice**, and the delivery of the **Universal Offer**.
- How adaptations are made to the curriculum and learning environment for children and young people with SEND, including calm and regulated environments, multisensory learning resources and personalised timetables.
- The expertise and training of staff to support students with SEND, including how specialist expertise is secured and how Education 1st meets the **SEND Workforce Development Duty (2026–2027)**.
- How the effectiveness of provision for students with SEND is evaluated, including analysis of ISP outcomes, progress data, SEMH development and feedback from students, parents/carers and commissioning bodies.
- How students with SEND are enabled to engage in activities available to students in the provision who do not have SEND, ensuring full inclusion and equitable access.
- Support for improving emotional and social development, including pastoral support, mentoring, opportunities for students to express their views, and measures to prevent bullying.

- How the company involves other bodies — including health and social care services, local authority support services, youth justice teams and voluntary sector organisations — in meeting the needs of students with SEND and supporting their families.
- Arrangements for supporting students who are 'looked after' by the local authority and have SEND, including coordination with Virtual School Heads and social workers.
- Information on Education 1st's SEND and Inclusion Policy.
- Named contacts within the provision for situations where students or parents/carers have concerns, including SEND, safeguarding and pastoral leads.
- Arrangements for handling complaints from parents/carers of students with SEND about the provision made by the company, in line with Education 1st's Complaints & Feedback Policy.
- Details of Education 1st's contribution to the Local Offer, including information on where the local authority's Local Offer is published and how families can access it.
- Education 1st's arrangements for the admission of disabled students, including reasonable adjustments and personalised transition planning.
- The steps being taken to prevent disabled students from being treated less favourably than others, in line with the Equality Act 2010 and National Inclusion Standards.
- The facilities provided to enable access to the provision for disabled children, including physical accessibility, sensory-friendly spaces and assistive technology.
- The accessibility plan showing how the company plans to improve access progressively over time in response to identified needs, statutory duties and student feedback.

Admission Arrangements for Students with SEND

Education 1st welcomes and includes students with special educational needs and disabilities. No student will be refused admission to the alternative learning provision on the basis of his or her SEND or disability. In line with the Equality Act 2010, the Education for All Act 2026 and our Equality and Diversity Policy, we do not discriminate against individual students or their families with regard to gender or gender reassignment, race, disability, age, sexual orientation, social status, religion or belief.

Education 1st takes all reasonable steps to provide highly effective alternative educational provision for all students, including:

- Making **reasonable adjustments** to ensure full access to learning, pastoral support and the physical environment
- Providing **adaptive teaching** and personalised approaches in line with the **Universal Offer**
- Ensuring access to **calm, regulated environments** that support emotional regulation and reduce sensory overload
- Creating **Individual Support Plans (ISPs)** for all students with SEND, outlining needs, strengths, adjustments and agreed outcomes
- Working closely with commissioning bodies to ensure that admission arrangements reflect the **Tiered SEND Model** (Targeted, Targeted Plus, Specialist)
- Ensuring that disabled students are not treated less favourably than others and have equitable access to all aspects of provision
- Providing personalised transition planning to support a smooth and successful start at Education 1st

Admission decisions are made collaboratively with commissioning bodies, parents/carers and, where appropriate, the student. Education 1st ensures that all students with SEND are able to access high-quality alternative provision that is compatible with their age, ability, aptitude and personal development needs, and that their attendance is not incompatible with the effective education of other students.