



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Aims

At ELKOLET's Alternative Provision (the AP), we recognise that our students have a wide range of needs and may have experienced barriers to learning in previous settings for a variety of reasons. Irrespective of these barriers, ELKOLET aims to provide a balanced curriculum as well as social and emotional support, so students are able to successfully move to the next stage in their educational journey.

This policy sets out ELKOLET's above overall aim with respect to SEND students. To achieve this, ELKOLET aims to:

- Support students with SEND ensuring we provide an appropriate tailored provision to enable positive outcomes.
- Provide an inclusive environment that enables students to access all aspects of the AP.
- Collaborate closely with the Commissioner in identifying the needs of the student to produce specific interventions to address the barriers to education.
- Provide high quality and inclusive teaching.
- Work collaboratively with the student and the team around them (including their parent/guardian(s), commissioning school, external professionals, local authorities) to ensure the student has a voice and participates in the decision making and discussion around their education.

Legislation and Guidance

This policy is written in line with:

- Children and Families Act (2014) – Part 3
- Special Educational Needs and Disabilities Code of Practice (2015)
- Equality Act (2010)
- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2025)
- Arranging Alternative Provision Guidance (2025)

Roles and responsibilities

The Director of Education and Family Support is responsible for:

- Coordinating, with the Commissioner, relevant assessments
- Liaising with other professional around the student
- Supporting staff development and training in relation to SEND
- Advising on the deployment of delegated budget and other resources to meet students' needs effectively
- Be the key point of contact for external agencies and Commissioners.
- Collaborate with staff to remove barriers to learning.
- Monitoring the implementation of this policy

Staff are responsible for:

- Delivering quality-first teaching
- Implementing student learning plans
- Contributing to reviews with the Commissioner
- Delivering a broad and balanced curriculum embedding high quality inclusive teaching strategies and resources
- Plan, monitor, track and assess the impact of support and intervention on the students learning and social, emotional, mental health (SEMH) needs.

Parent/guardians are responsible for:

- Informing ELKOLET of any concerns about their child's progress academically, physically, socially, or emotionally
- Informing ELKOLET of any changes to the provision that have been advised by external professionals working with their child.
- Attending review meetings to support in the decision making of their child's educational pathway

Students are encouraged to:

- Express their views on the decision-making process around their education e.g. by attending review meetings.
- Be active participants in their learning and the ELKOLET community.

Identification and support

ELKOLET will assess in a discrete and sensitive manner, integrated into daily activities, a new student's skills and level of attainment upon starting, which will build on existing assessments made by other provisions. Regular assessments by the teacher may include looking at those whose progress:

- Is significantly slower than that of their peers starting at the same baseline.
- Fails to match or better the student's previous rate of progress.
- Fails to close the attainment gap between the student and their peers.
- Widens the attainment gap.

When deciding on the special educational provision required, ELKOLET will collaborate with the Commissioner, student and parent/guardian on the desired outcomes (including progress and attainment), the goals and aspirations of the student and the placement length. These will determine the support that is needed and whether ELKOLET is able to provide it.

Where staff identify an area where a student is making slower progress than anticipated or where they have concerns, staff will follow the reporting procedures identified in the Assessment, Recording and Reporting Policy. Staff will inform the parents/guardians and the Commissioner and discuss further supporting strategies to aid the students educational or social development.

Should supporting strategies fail to improve progress, a more detailed assessment is undertaken involving the Director and Commissioner. The assessment will identify what additional resources and/or a different approach is required. These changes will be communicated with the parents/guardians and the student. Staff will be informed throughout the process, and training will be delivered to ensure the continuation of high-quality provision.

At the end of a student's placement with ELKOLET, the provision they return to or begin at, will be informed of professional recommendations based on the student's progress at ELKOLET to support a successful transition and continued success in their education journey.

Types of Special Educational Needs Supported

ELKOLET is able to support students with additional needs with or without an Education Health Care Plan (EHCP). We are able to support the following special educational needs:

- cognitive and learning difficulties, for example dyslexia or ADHD.

- communication and interaction difficulties, for example speech and language or autism.
- Social emotional and mental health difficulties, for example stemming from trauma.
- Sensory and/or physical needs for example multi-sensory issues which prevents them from using the facilities.

ELKOLET is committed to meeting the needs of a wide range of learners and we aim to provide flexible, personalised support wherever possible. However, we recognise that some students may require a level of specialised input and resources that goes beyond what the ELKOLET setting is designed or resourced to deliver. In cases where a student's needs cannot effectively or safely be met within the provision, ELKOLET will work in partnership with the Commissioner, parent/guardians and external professionals to identify a more suitable placement. This ensures the student can access the support and provision that best meets their needs and promotes their wellbeing.

Training and development

Staff training is central to our SEND provision. All new staff receive an induction that includes training on SEND awareness, inclusive teaching strategies, differentiation and safeguarding, with a particular focus on meeting the needs of students in an alternative provision setting. Staff are introduced to ELKOLET's code of practice, relevant legislation, and the process for identifying, supporting and reviewing students with SEND.

Ongoing professional development is provided to ensure staff are equipped to respond to the diverse and complex needs of the students. This includes in house and external training in areas such as autism, ADHD, SEMH, trauma informed teaching, speech, language and communication needs, learning difficulties, the use of the sensory room and de-escalation strategies.

Staff are supported to develop their skills in differentiation, reasonable adjustment and the use of assistive technology so they are able to meet a wide range of learner needs. Staff are also encouraged to participate in workshops, online courses and peer-to-peer learning opportunities to enhance their expertise and stay up to date with the best practice in SEND provision.

Communication

By implementing the below triad of communication ELKOLET aims to create a safe, supportive and conducive environment. This approach ensures that students receive the best possible support tailored to their individual needs and that all parties are actively involved in promoting progress and wellbeing.

Students

ELKOLET prioritises open, supportive and respectful communication between staff and students throughout the placement. Staff maintain regular and meaningful dialogue with students to understand their needs and concerns. Day-to-day open communication is central to building trust and fostering positive relationships to promote engagement and student wellbeing. By maintaining this communication staff are able to quickly identify emerging challenges and barriers to education and respond in an appropriate manner. It also enables students to take an active role in their own learning and develop self-advocacy skills.

Parents

Parents/guardians are consulted regularly via the ELKOLET WhatsApp chat. This chat is on a dedicated ELKOLET phone, which is accessible to staff and the Director and is used as a primary channel for day-to-day communication. This approach allows for immediate, clear and convenient updates regarding student progress, wellbeing, attendance, and any emerging concerns. Furthermore, it enables parents/guardians to ask questions, provide information about their child and stay actively involved in their learning and development. Using a single, managed device ensures that communication remains professional, secure, consistent and inline with GDPR regulations, while promoting timely responses and stronger home-provision partnership.

Commissioners

Regular review meetings are held with the student, parents/guardians and the Commissioner to provide an opportunity to discuss the student's progress, evaluate the effectiveness of interventions, update the student's learning plan and agree on next steps of adjustments or support. The review meetings promote consistency between ELKOLET and the Commissioner in providing support as well as allowing the parents/guardians and student to actively contribute to the decision-making process.

Monitoring and review

This policy is reviewed annually to remain up to date with relevant legislation, guidance and resources available to ELKOLET. The success of the SEND provision is measured through a range of outcomes, including student attendance, progress, engagement, wellbeing and successful transition. Feedback from students, parents/guardians and staff is used to inform ongoing improvements.