



Approval and review: Special Educational Needs & Disabilities (SEND)

This policy is the responsibility of Jamie Forrester (Director – Thrive Education Services Ltd T/A Thrive Alternative Provision)

This policy was approved by Jamie Forrester - September 2025

This policy is due for review by September 2026



## SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY

### 1. Purpose

The purpose of this Special Educational Needs & Disabilities (SEND) Policy is to ensure that learners with special educational needs and disabilities (SEND) at THRIVE, an Alternative Provision in the UK engaging and educating young people aged 11-16 years who are outside of mainstream education settings, receive the support, resources, and accommodations necessary to achieve their full potential and participate fully in educational activities.

### 2. Scope

This policy applies to all staff members, educators, administrative personnel, learners, parents/guardians, and stakeholders involved in the identification, assessment, provision, and review of special educational needs and disabilities (SEND) support at THRIVE.

### 3. Definition of Special Educational Needs and Disabilities (SEND)

SEND refers to a wide range of learning difficulties, disabilities, or conditions that may require additional support or adjustments to enable individuals to access education and achieve their educational goals.



## 4. Principles of SEND Provision

### 4.1 Inclusive Education

- THRIVE is committed to providing inclusive education that recognises and respects the diverse needs, abilities, and backgrounds of all learners, including those with SEND.
- Inclusive practices will be embedded throughout THRIVE's curriculum, teaching methods, and learning environments to promote participation, engagement, and equality of opportunity.

### 4.2 Person-Centred Approach

- SEND provision at THRIVE will be guided by a person-centred approach that prioritises the individual needs, preferences, strengths, and aspirations of learners with SEND.
- Learners, parents/guardians, and external professionals will be actively involved in the decision-making process and development of personalised support plans for learners with SEND.

## 5. Identification and Assessment

### 5.1 Early Identification

- THRIVE will implement procedures for the early identification and assessment of learners with SEND, using a range of assessment tools, observations, and consultations with relevant stakeholders.



- Screening and assessment processes will be conducted sensitively, transparently, and in collaboration with learners, parents/guardians, and external agencies.

## 6. Provision of Support and Accommodations

### 6.1 Individualised Support Plans

- Learners identified with SEND will have individualized support plans developed in consultation with relevant stakeholders, outlining their strengths, needs, goals, and recommended support strategies.
- Support plans will be reviewed regularly to reflect changes in learners' needs, progress, and aspirations, ensuring ongoing effectiveness and relevance.

### 6.2 Reasonable Adjustments

- THRIVE will make reasonable adjustments to its policies, practices, and procedures to accommodate the needs of learners with SEND, ensuring equal access to education, facilities, and opportunities.
- Adjustments may include modifications to teaching methods, curriculum content, assessment methods, physical environments, and provision of assistive technology or equipment.

## 7. Collaboration and Multi-Agency Working

### 7.1 Collaborative Approach

- THRIVE will collaborate with learners, parents/guardians, external professionals, and relevant agencies to coordinate support and interventions for learners with SEND effectively.
- Multi-agency working will facilitate holistic assessment, planning, and provision of support, addressing the complex needs and challenges faced by learners with SEND.



## 8. Review and Evaluation

This Special Educational Needs & Disabilities (SEND) Policy will be reviewed annually to ensure its effectiveness, compliance with statutory requirements, and alignment with best practices in SEND provision. Feedback from learners, parents/guardians, staff members, and external agencies will be sought to inform continuous improvement.

## 9. Implementation

This policy will be communicated to all staff members, educators, learners, parents/guardians, governors, trustees, and stakeholders associated with THRIVE. Compliance with this policy is mandatory, and any deviations or concerns should be reported promptly to the designated authority.