



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-Centered Approach

- SEND provision at THRIVE will be guided by a person-centered 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.