Beacon Alternative School CIC (and Alternative Provision)

SEND Policy

Date: January 2026
Written by: O'Connell/Field
Review Due by: January 2027

Note: **Beacon Alternative Provision** operates under **Beacon Alternative School CIC**, which is not currently a registered school but is working toward future registration.
This policy applies to all Beacon AP sites, including home-based teaching locations and approved off-site venues. It applies to all students, staff, volunteers, and visitors while under Beacon's duty of care.

1. Introduction

Beacon Alternative Provision is committed to providing inclusive, flexible, and responsive education for young people with Special Educational Needs and Disabilities (SEND). Many young people accessing Beacon have experienced disrupted education, unmet needs, anxiety, trauma, or exclusion from mainstream settings.

Beacon's approach recognises that SEND is not a barrier to learning, but that traditional systems may not always meet individual needs. Provision is designed to reduce barriers, build confidence, and support progress at an appropriate pace.

2. Purpose

This policy aims to:
- Ensure young people with SEND are identified and supported appropriately
- Provide clarity on Beacon's approach to SEND within Alternative Provision
- Promote inclusion, equity, and accessibility
- Support collaboration with families and professionals
- Ensure compliance with the SEND Code of Practice (2015)

3. Scope

This policy applies to:
- All young people accessing Beacon provision
- All staff, including temporary and sessional staff
- External professionals working with Beacon

It covers:
- Academic, vocational, and life-skills learning
- On-site, home-based, and community provision
- Emotional, social, behavioural, and sensory needs

4. Legal and Statutory Framework

This policy is informed by:
- SEND Code of Practice: 0–25 years (2015)
- Children and Families Act 2014
- Equality Act 2010
- UK GDPR and Data Protection Act 2018
- Safeguarding and child protection guidance

Beacon recognises its duty to make reasonable adjustments and to avoid discrimination.

5. Identification of SEND

SEND needs may be identified through:
- Information from referring schools or Local Authorities

- Education, Health and Care Plans (EHCPs)
- Reports from professionals
- Baseline assessments and observations
- Ongoing monitoring of engagement and progress
- Discussion with the young person and family

Identification is ongoing and responsive rather than one-off.

6. Supporting Young People with SEND

Support at Beacon is individualised and flexible.
This may include:
- Adapted curriculum content and pace
- Small-group or one-to-one provision
- Alternative methods of recording and demonstrating learning
- Sensory or environmental adjustments
- Emotional regulation and wellbeing support
- Clear routines and predictable structures

Support is based on need, not labels.

7. Planning and Review

Where appropriate, Beacon uses individual planning tools such as:
- Individual Learning Plans
- EHCP outcomes and provision
- Support strategies agreed with families and professionals

Plans are reviewed regularly and adjusted in response to progress, engagement, and wellbeing.

8. Neurodiversity and Inclusive Practice

Beacon recognises and values neurodiversity.
Staff work to ensure practice is:
- Strengths-based
- Trauma-informed
- Low-pressure and supportive
- Flexible and responsive
- Respectful of sensory, communication, and emotional needs

Difference is understood as part of human diversity, not as a deficit.

9. Working with Families and Professionals

Beacon works collaboratively with:
- Parents and carers
- Local Authorities
- Schools and colleges
- Educational psychologists
- Health and social care professionals

Communication is clear, respectful, and focused on the young person's best interests.

10. Transitions

Beacon supports young people with SEND during transitions, including:
- Entry into Beacon provision
- Changes in placement or timetable
- Return to school, college, or training
- Preparation for adulthood where relevant

Transitions are planned carefully to reduce anxiety and disruption.

11. Training and Staff Development

Staff receive guidance and professional development related to:
- SEND awareness
- Neurodiversity
- Trauma-informed practice
- Inclusive teaching strategies

Training is proportionate to role and reviewed regularly.

12. Monitoring and Review

SEND provision is monitored through:
- Review of individual progress
- Staff reflection and supervision
- Feedback from young people and families
- Multi-agency discussions where appropriate

This policy is reviewed annually or sooner if required by changes in legislation or practice.

13. Related Policies
- Equality, Diversity and Inclusion Policy
- Safeguarding and Child Protection Policy
- Assessment and Feedback Policy
- Behaviour Policy
- Risk Assessment Policy
- Data Protection Policy