



## **MINDS LEAD ALTERNATIVE PROVISION – SEND Policy: Authors: Katie Leivers (Head of Provision, DSL)**

**Policy Created:** September 2025

**Policy Reviewed:** September 2026

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### **1. Introduction**

Minds Lead is committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), receive a high-quality education tailored to their individual needs. We recognise the importance of reasonable adjustments to support students effectively and will work closely with commissioning schools, local authorities, and parents to review and refine support throughout the academic year.

This policy outlines Minds Lead's approach to identifying, assessing, and supporting students with SEND in compliance with national legislation and statutory guidance.

### **2. Legal Framework**

This policy is written in accordance with the following statutory documents:

- Children and Families Act 2014 (Section 100)
- SEND Code of Practice: 0-25 (2015, updated 2023)
- Equality Act 2010 (Updated 2023)
- The Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education (**KCSIE**) 2025

- Mental Health and Behaviour in Schools (DfE 2018, updated 2023)
- Supporting Pupils with Medical Conditions (DfE 2014, updated 2023)
- SEND and Alternative Provision Improvement Plan (March 2023)

### 3. SEND Provision at Minds Lead

At Minds Lead, we aim to create an inclusive environment where every student, regardless of their needs, can thrive. We offer:

- Small class sizes to ensure personalised learning
- Good staff-to-student ratios, with a maximum of 5 students to 1 staff member
- One-to-one support available where required
- Personalised learning plans tailored to each student's specific needs
- Access to mental health and well-being support
- Flexible learning options, including alternative curriculum pathways
- Regular reviews at referral points and throughout the academic year
- Multi-agency collaboration to ensure the best outcomes for students

### 4. Identifying and Assessing SEND Needs

Minds Lead follows a graduated approach to identifying and assessing SEND needs, based on the four broad areas of need outlined in the SEND Code of Practice:

1. **Communication and Interaction** – Including speech and language difficulties and autism spectrum conditions.
2. **Cognition and Learning** – Including dyslexia, dyscalculia, and moderate learning difficulties.
3. **Social, Emotional, and Mental Health (SEMH)** – Including anxiety, depression, ADHD, and behaviour-related needs.
4. **Sensory and Physical Needs** – Including visual impairment, hearing impairment, and medical needs.

### Referral and Initial Assessment

- Minds Lead works closely with commissioning schools and local authorities to review referrals and existing EHCPs (Education, Health, and Care Plans).
- All students undergo baseline assessments, including Boxall Profiling, upon entry.
- Additional assessments may be carried out to determine support needs.
- A SEND Support Plan or Individual Learning Plan (ILP) is created based on the student's needs.

### 5. Reasonable Adjustments and Support

Minds Lead understands the importance of making reasonable adjustments to ensure accessibility for all students. Support may include:

- Differentiated teaching and learning strategies
- Use of assistive technology (e.g., speech-to-text software, reading pens)
- Visual aids and structured learning materials
- Flexible timetabling and adapted curriculum
- Quiet spaces for students who require a low-stimulation environment
- Therapeutic interventions, including mental health support and mentoring
- Alternative assessments where appropriate



- Staff training on specific SEND-related needs

## 6. Staff Training and Development

- All Minds Lead staff undergo regular SEND training, ensuring they are equipped to support students effectively.
- Annual SEND CPD sessions focus on key areas, including autism awareness, de-escalation strategies, and mental health support.
- Lead SEND practitioners receive advanced training in EHCP processes and reasonable adjustments.
- The Head of Provision (Katie Leivers) and Provision Leaders complete annual Safer Recruitment training via the National College.

## 7. Partnership with Parents, Schools, and External Agencies

Minds Lead believes in a collaborative approach to SEND support. We work closely with:

- Parents and carers to ensure a shared understanding of their child's needs.
- Commissioning schools to align SEND support with EHCPs and school policies.
- Educational psychologists, speech and language therapists, CAMHS, and social care teams to provide specialist input.
- Local authorities to ensure compliance with SEND regulations and best practice.

## 8. Monitoring and Reviewing Progress

- SEND Support Plans and EHCPs are reviewed termly, with input from parents and external professionals where necessary.
- Boxall Profiling and academic assessments help track student progress.
- Feedback from students and parents informs ongoing improvements to SEND provision.
- Multi-agency meetings are conducted for students requiring additional support.

## 9. Transition Support

Minds Lead provides tailored transition plans for students moving into or out of the provision:

- Preparation for reintegration into mainstream settings or further education
- Work experience and careers guidance for post-16 pathways
- Collaboration with schools to ensure a smooth transition back into education

## 10. Complaints Procedure

Parents or guardians who have concerns about SEND provision should:

1. Speak with the student's key worker or teacher.
2. Escalate concerns to the SEND Coordinator or Head of Provision.
3. If unresolved, submit a formal complaint via the Minds Lead Complaints Policy.
4. If necessary, refer to SENDIAS (Special Educational Needs and Disabilities Information, Advice, and Support Service) or the local authority for further support.

## 11. Safeguarding and SEND

Minds Lead recognises that students with SEND are more vulnerable to safeguarding risks. All staff follow the **KCSIE 2025** guidelines and receive regular safeguarding training to:

- Recognise potential safeguarding concerns in SEND students





- Ensure students with communication difficulties can express concerns safely
- Work with the DSL (Katie Leivers) to implement protective measures

## **12. Policy Review**

This policy will be reviewed annually by the Head of Provision (Katie Leivers) and SEND Lead, ensuring compliance with the latest SEND legislation and best practices.

## **Conclusion**

Minds Lead is dedicated to providing inclusive, high-quality education that meets the diverse needs of all students. By adapting our curriculum, offering personalised support, and working collaboratively with external agencies, we ensure that students with SEND have the best possible educational experience.

