



Special Educational Needs and Disabilities (SEND) Policy

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Version History

Version No.	Author/Editor	Approved by	Date Issued	Next Review Date	Brief Summary of Changes
1	Lorraine Miranda	Rhea Marwaha	15.04.2026	14.04.2029	New Policy

Executive Summary

This Special Educational Needs and Disabilities (SEND) Policy sets out the approach of Nova Newcastle Ltd in identifying, supporting and promoting positive outcomes for pupils with special educational needs and/or disabilities.

As an Alternative Provision setting, we recognise that many pupils placed with us will present with complex educational, social, emotional and mental health needs, and may have experienced barriers to engagement within mainstream education. We are committed to providing a high-quality, inclusive and trauma-informed learning environment in which pupils feel safe, valued and supported to thrive.

Our SEND provision is underpinned by the statutory requirements of the SEND Code of Practice (0–25), the Children and Families Act 2014, and the Equality Act 2010. We adopt a whole-setting approach to inclusion, ensuring that high aspirations, adaptive teaching, targeted interventions and effective multi-agency collaboration are embedded across all aspects of practice.

Support is delivered through the graduated approach of Assess–Plan–Do–Review, with pupils and parents/carers actively involved in planning, reviewing and shaping provision. Where appropriate, we work closely with external professionals including Educational Psychology, CYPS/CAMHS, Speech and Language Therapy, Occupational Therapy and Social Care to ensure pupils receive coordinated and timely support.

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This policy reflects our commitment to ensuring that every pupil receives the right support, in the right place, at the right time, and is enabled to make meaningful progress academically, socially and emotionally, including successful reintegration or transition into post-16 pathways wherever possible.

1. Introduction and Ethos

Nova Newcastle Ltd is committed to providing a high-quality, inclusive, nurturing and aspirational learning environment in which every pupil is supported to achieve their full potential.

We recognise that pupils placed within Alternative Provision frequently present with a range of additional needs and vulnerabilities. These may include diagnosed or emerging special educational needs and disabilities, social, emotional and mental health needs, neurodiversity, speech and language difficulties, learning needs, sensory needs, physical needs, and trauma-related barriers to engagement.

Our provision is designed to ensure that pupils experience education that is ambitious, relational and responsive. We aim to remove barriers to learning, promote positive outcomes, and ensure that pupils feel safe, valued, understood and supported to thrive.

This policy reflects the national expectation that children and young people should receive the right support, in the right place, at the right time, delivered through early identification, evidence-based provision, and strong multi-agency partnership working.

2. Policy Aims

The purpose of this policy is to set out clearly how Nova Newcastle Ltd meets its statutory responsibilities and moral commitment to pupils with SEND.

In particular, we aim to ensure that:

- SEND needs are identified early, accurately and consistently
- High-quality teaching is inclusive, adaptive and trauma-informed

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- Targeted interventions are delivered according to assessed need
- Pupils achieve positive academic, social and emotional outcomes
- Parents, carers and pupils are meaningfully involved in planning and decision-making
- Reasonable adjustments are made to secure equal access and opportunity
- SEND is embedded as a whole-setting responsibility and strategic priority

As an Alternative Provision setting, we exist to provide education that is additional to or different from that ordinarily available within mainstream schools. Many pupils placed with us will therefore require enhanced levels of support from the outset.

3. Legislative and Statutory Framework

This policy is written in accordance with:

- Children and Families Act 2014 (Part 3)
- SEND Regulations 2014
- SEND Code of Practice: 0–25 years
- Equality Act 2010 (reasonable adjustments duty)
- Education Act 1996
- Ofsted Inspection Framework (Alternative Provision)
- SEND & Alternative Provision Improvement Plan (DfE 2023)

Nova Newcastle Ltd is committed to ensuring full compliance with statutory duties and best practice expectations.

4. Definition of SEND

A pupil is considered to have Special Educational Needs if they have a learning difficulty or disability which requires special educational provision to be made for them.

This may be because they:

- Have significantly greater difficulty in learning than the majority of pupils of the same age, or

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- Have a disability which prevents or hinders them from accessing educational facilities generally provided in mainstream schools

Special educational provision refers to educational support that is additional to, or different from, that normally available.

5. Roles and Responsibilities

5.1 The SENCO

The SENCO (Special Educational Needs Coordinator) plays a central role in ensuring effective SEND provision.

The SENCO will:

- Lead the strategic development of SEND practice across the provision
- Coordinate day-to-day SEND support for pupils receiving SEN Support or with EHCPs
- Provide professional guidance and training to staff
- Liaise with parents, carers, the Local Authority and external agencies
- Ensure SEND documentation, plans and outcomes are maintained and reviewed
- Support compliance with Equality Act duties and access arrangements

The SENCO acts as a key link between education, health and care systems and contributes to placement planning and reintegration discussions.

5.2 Head of Provision

The Head of Provision holds overall accountability for SEND provision and pupil outcomes, ensuring SEND is embedded within leadership, culture, staffing, resourcing and improvement priorities.

5.3 Teachers and Support Staff

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All staff are responsible for meeting pupils' SEND needs through inclusive teaching, consistent implementation of support plans, and ongoing monitoring of progress and wellbeing.

SEND is not the responsibility of one individual; it is a shared whole-setting commitment.

6. Identification and Assessment of Need

Early and accurate identification is essential to securing positive outcomes.

Most pupils enter Nova Newcastle Ltd through structured placement processes and arrive with known needs or emerging concerns. We also recognise that needs may evolve over time, particularly where trauma, unmet needs or neurodiversity have not previously been fully understood.

Identification and assessment draw upon:

- Baseline academic and wellbeing assessment on entry
- Staff observations and daily monitoring
- Behaviour, safeguarding and learning records
- The learner's voice and relationship-based discussions
- Parent and carer consultation
- Reports from external professionals (EP, CYPS/CAMHS, SALT, OT)

Assessment is ongoing, ensuring provision remains responsive and matched to need.

7. Partnership with Pupils and Parents/Carers

We place strong emphasis on meaningful co-production with pupils and families.

Parents and pupils are involved through:

- Transition and induction meetings
- Regular review discussions
- Shared outcome setting

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- Clear communication about support arrangements
- Accessible opportunities for parental engagement

Early discussions ensure families understand agreed outcomes and next steps.

8. Graduated Approach: Assess-Plan-Do-Review

We follow the statutory graduated approach:

- **Assess** needs using evidence and consultation
- **Plan** outcomes and interventions collaboratively
- **Do** implement support consistently
- **Review** impact regularly and adapt provision

This ensures pupils receive timely, targeted and effective support.

9. Teaching, Curriculum Access and Adaptation

All teaching at Nova Newcastle Ltd is adaptive, inclusive and trauma-informed.

Teachers plan learning that:

- Reflects individual SEND profiles
- Incorporates scaffolded and differentiated approaches
- Provides flexibility in pacing and structure
- Promotes engagement, regulation and confidence

Support may include:

- Small group or 1:1 interventions
- Therapeutic and SEMH-based provision
- Assistive technology and access arrangements
- Personalised curriculum pathways

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10. SEMH, Wellbeing and Emotional Development

Many pupils require enhanced support linked to emotional wellbeing, trauma, anxiety or behavioural regulation.

We provide:

- Key worker relationships grounded in trust and consistency
- Counselling and therapeutic interventions
- Restorative practice and relational approaches
- Emotional regulation strategies and safe spaces
- A zero-tolerance approach to bullying and discrimination

11. Working with External Agencies

We work closely with specialist services including:

- CYPS/CAMHS
- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Social Care and Looked After Children teams

Multi-agency collaboration ensures holistic, coordinated support

12. Reintegration and Preparation for Adulthood

Alternative Provision should act as an intervention and pathway, not a destination.

We support pupils through:

- Reintegration planning and phased transitions
- Managed moves and placement collaboration

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- Post-16 transition planning and careers guidance
- Life skills, aspiration building and preparation for adulthood

13. Complaints

Complaints regarding SEND provision should be raised initially with the Head of Provision.

Parents retain rights under SEND Tribunal processes in relation to disability discrimination.

14. Monitoring and Review

We evaluate SEND provision through:

- Regular review of pupil outcomes
- Termly evaluation of interventions
- Pupil and parent feedback
- SENCO quality assurance
- Annual EHCP reviews where applicable

This policy will be reviewed annually.

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APPENDIX 1: Individual Support Plan (ISP) Template

Pupil Name: _____

DOB: _____

Year Group: _____

Plan Start Date: _____

Review Date: _____

1. Strengths and Interests

This section captures what the pupil does well, what motivates them, and areas of resilience.

2. Primary Areas of Need

Describe the pupil's identified SEND needs, including barriers to learning and engagement.

3. Desired Outcomes

Outcomes should be specific, measurable, and focused on progress over time.

Example:

“By the end of the term, X will improve emotional regulation strategies to remain in learning for 20-minute periods.”

4. Provision and Strategies

Detail the interventions, adaptations, staffing support, and therapeutic input required.

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5. Pupil Voice

The pupil's own views, aspirations and preferred support strategies.

6. Parent/Carer Contributions

Family perspectives and agreed approaches.

7. Review Notes and Impact

Record progress, adjustments and next steps.

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APPENDIX 2: Provision Map Framework

Nova Newcastle Ltd provides support across three tiers:

Universal Provision

High-quality inclusive teaching for all pupils, trauma-informed practice, adaptive curriculum.

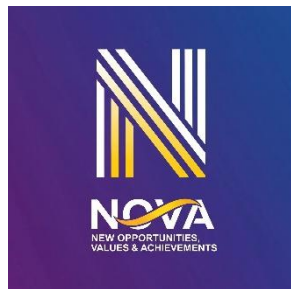
Targeted Provision

Small group interventions, mentoring, literacy/numeracy catch-up, emotional regulation programmes.

Specialist Provision

EHCP-led support, multi-agency involvement, therapeutic packages, specialist assessments.

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APPENDIX 3: Referral and Support Pathway

- Initial Placement Referral / Panel Decision
- Baseline Assessment and Transition Planning
- ISP Development and Graduated Support
- Termly Review Meetings
- External Agency Referral (if required)
- Reintegration or Post-16 Transition Planning

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APPENDIX 4: Reintegration and Transition Framework

Nova Newcastle Ltd is committed to ensuring that Alternative Provision supports long-term progression.

Reintegration planning includes:

- Phased return programmes
- Managed transition meetings with mainstream schools
- Behaviour and support plans shared appropriately
- Post-16 pathway support and careers guidance

AP should act as an intervention, not a destination.

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APPENDIX 5: Key Contacts at Nova Newcastle Ltd

SENCO: [To be appointed]

Head of Provision:

SEND Governor: [To be confirmed]

Local Authority Local Offer: Newcastle City Council SEND Local Offer

SENDIASS: Newcastle SEND Information, Advice and Support Service

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APPENDIX 6: EQUALITY IMPACT ASSESSMENT

The organisation aims to design and implement policies and procedures that meet the diverse needs of our service and workforce, ensuring that none are placed at a disadvantage over others, in accordance with the Equality Act 2010. Consideration has been given to the impact this policy might have with regard to the individual protected characteristics of those to whom it applies.

In an Alternative Provision setting, consideration must also be given to the impact of policies and practice on **children and young people**, many of whom may be vulnerable learners, have SEND, experience trauma, or be at increased risk of exclusion or discrimination.

Consideration has been given to the impact this policy might have with regard to the individual protected characteristics of those to whom it applies, including both **staff and pupils/learners**, parents/carers, and wider stakeholders.

Ref #	Question	Yes	Comments
		No	
		N/A	
1	Does the document/guidance affect one group less or more favourably than another on the basis of:	No	
	Age	No	
	Race/Ethnic origins (including Gypsy, Roma and Traveller)	No	
	Sex (man or woman)	No	
	Gender Reassignment	No	
	Pregnancy/Maternity	No	
	Religion or Belief	No	
	Sexual orientation including lesbian, gay and bisexual people	No	

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	Marriage/Civil Partnership	No	
	Disability - learning disabilities, physical disability, sensory impairment and mental health problems	No	
	Carers	No	
2	Is there any evidence that some groups are affected differently?	No	
3	If you have identified potential discrimination, are there any exceptions valid, legal and/or justifiable?	No	
4	Is the impact of the document/guidance likely to be negative?	No	
5	If so, can the impact be avoided?	N/A	
6	What alternative is there to achieving the document/guidance without the impact?	N/A	
7	Can we reduce the impact by taking different action?	N/A	
8	Does this policy impact pupils with SEND, SEMH needs or Education, Health and Care Plans (EHCPs)?	No	
9	Could this policy lead to disproportionate behaviour sanctions, exclusions or barriers to reintegration for any protected group?	No	
10	Does this policy ensure reasonable adjustments are made so disabled pupils and staff can access education, support and services fairly?	Yes	
11	Does this policy promote inclusion and belonging for pupils who may experience discrimination, bullying or peer-on-peer abuse linked to protected characteristics?	Yes	

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12	Does this policy support safeguarding duties, including protection from discriminatory bullying, online harassment and peer-on-peer abuse?	Yes	
13	Are there any barriers for parents/carers from diverse backgrounds (e.g., language, culture, disability) in accessing information or engaging with the organisation?	No	
14	Does this policy promote equality of opportunity in curriculum access, support planning and learner voice?	Yes	
15	Have pupils' individual vulnerabilities been considered, including those who are Looked After, Previously Looked After, or known to social care?	Yes	

For advice in respect of answering the above questions, or if a potential discriminatory impact has been identified, please contact the Designated Safeguarding Lead (DSL) or Equality and Diversity Lead.

Names and Organisation of Individuals who carried out the Assessment: Please give contact details.	Date of the Assessment
Name & Job Title: Rhea Marwaha, Director	15.04.2026

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