



Redbridge Alternative Provision

SEND Policy and Information Report

Written on

September 2025

Due for review on

September 2026

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AIMS

Our Special Education Needs and Disabilities (SEND) Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with SEND.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

At Redbridge Alternative Provision (RAP) we aim to promote personal growth through achievement for all members of the school community. Through our SEND Policy we aim to ensure that all pupils have access to their full educational entitlement. The policy should provide for pupils, as part of a continuum of support, access to mainstream experience in school or college, and to vocational experiences and the world of work, where appropriate.

We believe that the SEND Policy should underpin and be reflected in all school practices and policies, and that it is an important way of demonstrating our on-going commitment to Equal Opportunities. While we know that all children who attend RAP experience social, emotional, behavioural, and/or mental health difficulties (SEMH), it is important to recognise that many children have attendant learning difficulties and many also have social and communication difficulties. These need to be identified and addressed. We consider that the resources available to the school through the Pupil Premium should augment the provision to ensure that children with SEND are not further disadvantaged. We aim to do this in partnership with Parents/Carers the Local Authority (LA,) other schools and educational establishments and external agencies.

LEGISLATION AND GUIDANCE

This Policy and Information Report is based on the stated in paragraphs 6.79 to 6.82 of the [SEND code of practice: 0 to 25 years](#) and the following legislation:

- [section 69 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, Education Health and Care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report
- [paragraph 3 of Schedule 10 to the Equality Act 2010](#).

DEFINITIONS

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

The SENCo

The SENCo is Ms Farah Anwah (farahanwah@nrhs.redbridge.sch.uk). The Headteacher is Mr Rubert Jonker, who also oversees SENCo responsibilities (rubertjonker@nrhs.redbridge.sch.uk)

They will:

- Work with the Senior Leadership Team (SLT) to determine the strategic development of the SEND Policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND Policy and the co-ordination of specific provision made to support individual pupils, all of whom have EHC plans.
- Provide professional guidance to colleagues and work with staff, Parents/Carers and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the LA and its support services.
- Liaise with potential next providers of education to ensure pupils and their Parents/Carers are informed about options and a smooth transition is planned.
- Work with the Headteacher and PRU Management Committee to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

THE HEADTEACHER

The Headteacher will:

- Work with the SENCo and wider SLT to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

CLASS TEACHERS

Each class teacher is responsible for:

- The safety, progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEND INFORMATION REPORT

The kinds of SEND that are provided for

RAP currently provides additional and/or different provision for pupils that have been, or are at risk of being, permanently excluded from school, many of whom have underlying SEMH, communication and / or learning needs.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- In-class support.
- Speech and Language Therapy.
- Additional Literacy and Numeracy support.
- Social skills intervention.
- Therapeutic Support including Counselling, Music and Art Therapy.

Supporting pupils with disabilities

RAP is committed to ensuring that all pupils, including those with disabilities, can access a high-quality education and participate fully in school life. The admission of disabled pupils is managed in line with the school's Admission Policy, ensuring that all placements are carefully considered to meet the needs of the individual. RAP takes proactive steps to prevent disabled pupils from being treated less favourably than their peers, including implementing reasonable adjustments to teaching, learning, and wider school activities.

To support access, RAP provides appropriate facilities to accommodate pupils with disabilities, including adaptations to the physical environment where necessary. The school's Accessibility Plan outlines strategies to increase the extent to which disabled pupils can participate in the curriculum, ensuring that learning experiences are adapted to meet individual needs. RAP is continuously working to improve its physical environment to remove barriers to learning and participation, enhancing accessibility to classrooms, communal areas, and resources.

In addition, RAP ensures that information is available in accessible formats, using assistive technologies, simplified communication methods, and visual resources where needed. Staff receive training to ensure they can effectively support pupils with disabilities, fostering an inclusive and supportive learning environment. Through these measures, RAP remains committed to promoting equal opportunities and ensuring that all pupils, regardless of disability, can take full advantage of the educational, social, and personal development opportunities available.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it e.g., by grouping, 1-1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Ensuring teaching is adaptive e.g., giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have several teaching assistants who can deliver interventions such as Additional Literacy Support, Additional Numeracy Support, 1-1 support, small group work.

We work with the following agencies to provide support for pupils with SEND:

- educational psychologist
- speech and language therapist
- counsellors
- fusion
- social care
- local authority special educational needs.

Expertise and training of staff

All staff at RAP benefit from regular liaison with and input from our SENCo. Training opportunities are regularly provided to staff as an on-going part of staff development. This is delivered through a range of inset days and bespoke CPD programmes.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term
- reviewing the impact of interventions regularly
- using pupil questionnaires
- monitoring by the SENCo
- supporting with the EHCP process when appropriate.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Therapeutic Support - School Counsellor, Music Therapy, Art Therapy.
- Small group social activities.
- Development of skills through a comprehensive P.E. curriculum.
- Small group teaching.
- Enrichment opportunities.

We have a zero-tolerance approach to bullying.

Working with other agencies

At RAP we believe that the partnership between home, school and external agencies is essential in meeting the special educational needs of our pupils. RAP is a transition process for many pupils. If this is to be achieved, it is vital that all involved agencies establish, maintain and review their involvement with the individual pupil.

RAP has links with Secondary and special schools, the Children's Trust, the Child & Family Consultation Centre, the Educational Psychology Service, Education Welfare Service, the Directorate of Personal Services, Health and Community Care, Youth Offending Team and other external agencies as listed in the LA handbook.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's Complaints Policy.

The Parents/Carers of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of Education and Associated Services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Contact details of support services for parents of pupils with SEND

The Local Authority Special Educational Needs and Inclusion Services team is responsible for the administration of statutory assessments and statements of children with special educational needs under the Education Act 1996. This service is part of the London Borough of Redbridge Children's Trust.

- Lynton House 255-259, High Road, Ilford, Essex IG1 1NN
- senteam@redbridge.gov.uk
- 020 8708 8210

The Local Authority local offer

Our LAs local offer is published here:

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=OceF4fMk5bk>

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be reviewed by the PRU Management Committee.

LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy links to our policies on:

- Admission Policy.
- Accessibility Plan.
- Behaviour Policy.
- Equality Information and Objectives.
- Supporting Pupils with Medical Conditions.