



Special Educational Needs and Disability (SEND) Policy



Bouncing Statistics

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1. Purpose and Mission

Bouncing Statistics and Eden House are committed to providing inclusive, accessible and high-quality education for children and young people with Special Educational Needs and Disabilities (SEND). We recognise that learners may experience barriers to learning for a range of reasons and that these barriers can interact with communication, emotional, social, sensory, physical, developmental and environmental factors.

Our approach is person-centred, strengths-based and evidence-informed. We aim to understand the learner before deciding what support is required, involve the child or young person and their parents/carers wherever appropriate, work closely with the placing school and relevant professionals, and review whether provision is making a meaningful difference.

As an alternative provision setting, Eden House also recognises that attendance, exclusion, trauma, disrupted education, unmet SEND, social and emotional needs and other contextual factors can overlap. Behaviour or disengagement will not automatically be treated as evidence of SEND, but neither will behaviour be used as a reason to overlook a possible special educational need.

2. Scope

This policy applies to all children and young people receiving education, mentoring, intervention or support through Eden House, and to all staff, tutors, mentors, support workers, managers, volunteers and relevant external professionals working on behalf of Bouncing Statistics.

The policy should be read alongside the Safeguarding and Child Protection Policy, Behaviour Policy, Accessibility arrangements, Individual Student Risk Assessment, Referral and Screening SOP, SEND Concern/Referral Form, Individual Support Plan (ISP), attendance procedures and relevant EHCP documentation.

3. Legal and National Context

This policy has been developed with regard to the current statutory framework and relevant national guidance in England, including:

- Children and Families Act 2014.
- SEND Code of Practice: 0 to 25 years (statutory guidance, current GOV.UK version).
- Equality Act 2010, including duties concerning disability discrimination and reasonable adjustments.
- Education Act 1996, as relevant to special educational provision.
- Keeping Children Safe in Education 2026, including the requirement for a child-centered safeguarding approach and prompt action when concerns arise.
- Working Together to Safeguard Children 2026, where applicable to multi-agency safeguarding practice.
- Local authority SEND Local Offer and relevant local SEND arrangements.
- Relevant JCQ guidance where examination access arrangements apply.

The organisation will review this policy when statutory guidance, legislation, local arrangements or the nature of the provision changes.

4. What is SEND?

The SEND Code of Practice describes a child or young person as having SEN where they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability where they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which

prevents or hinders them from making use of educational facilities generally provided for others of the same age.

SEND may be associated with one or more of the four broad areas of need:

- Communication and interaction – for example speech, language and communication needs or autism.
- Cognition and learning – for example specific learning difficulties, moderate learning difficulties or difficulties with processing and acquiring skills.
- Social, emotional and mental health (SEMH) – where a learner has a mental health difficulty or other persistent social/emotional needs that create a barrier to learning. SEMH should be considered carefully alongside safeguarding and wider contextual factors.
- Sensory and/or physical needs – for example hearing, visual, physical or other sensory needs that affect access to education.

These categories are not intended to label a learner narrowly. A learner may have needs across more than one area, and needs may change over time.

5. Core Principles

- Early identification: concerns should be identified and acted upon as early as reasonably possible.
- Child-centered practice: the learner's views, strengths, needs, aspirations and experiences should inform planning.
- Strengths-based planning: support should build on what the learner can do and what motivates them, not only describe difficulties.
- Inclusive practice: staff should remove or reduce barriers to learning through adaptive teaching and reasonable adjustments.
- Graduated response: support should be proportionate, evidence-informed and reviewed for impact.
- Partnership: parents/carers, placing schools, the learner and relevant professionals should be involved appropriately.
- Safeguarding: SEND concerns and safeguarding concerns must be considered together where relevant, without allowing one to obscure the other.
- High expectations: SEND does not mean lower expectations. Support should enable appropriate challenge, participation and progress.
- Confidentiality and lawful information sharing: information will be recorded and shared on a need-to-know basis and in accordance with data protection and safeguarding requirements.

6. Identification and Initial Assessment

Eden House will use information from referral, admission, baseline assessment, observations, education records, attendance information, learner voice, parent/carers information, placing-school information and relevant professional reports to build an understanding of need.

A concern may be raised by the learner, parent/carers, placing school, tutor, mentor, support worker, DSL, SEND Lead or another professional. Staff should not diagnose SEND unless appropriately qualified and authorised to do so.

Where a concern is identified, staff should consider:

- What the learner does well and what motivates them.
- The specific barrier to learning or participation.
- Whether the barrier is consistent across settings or appears context-specific.
- What reasonable adjustments and Quality First Teaching/adaptive strategies have already been attempted.

- Whether attendance, safeguarding, family circumstances, communication, language, health or other contextual factors may be contributing.
- Whether further assessment, specialist advice or referral is required.

7. Graduated Approach: Assess – Plan – Do – Review

Eden House will use an Assess–Plan–Do–Review cycle. The cycle is not a one-off process: provision should be adjusted when evidence shows that a strategy is not sufficiently effective.

ASSESS	PLAN	DO	REVIEW
Gather evidence of strengths, barriers, progress and context. Use observation, work, attendance, learner voice, family/placing-school information and professional advice where available.	Agree specific outcomes, adaptations and interventions. Record responsibilities, timescales and what success will look like.	Deliver the agreed support consistently. Staff use adaptive teaching, reasonable adjustments and targeted intervention as appropriate.	Evaluate impact using evidence. Continue, adapt, increase, reduce or end support where appropriate. Record decisions and rationale.

8. Inclusive Practice and Provision

All staff have responsibility for inclusive practice. SEND support is not solely the responsibility of the SEND Lead. Staff should make reasonable adjustments and use adaptive approaches before assuming that a separate intervention is required.

Examples of reasonable and proportionate adjustments may include:

- Clear, concise and chunked instructions.
- Visual timetables, task boards, checklists, timers and worked examples.
- Additional processing time or opportunities to check understanding.
- Alternative ways of recording or demonstrating learning, where appropriate.
- Reduced distraction, quiet working spaces or planned movement breaks.
- Pre-teaching of vocabulary or concepts.
- Assistive technology or specialist equipment where identified as appropriate.
- Structured routines, predictable transitions and clear expectations.
- Choice and graduated challenge to support engagement and independence.
- Social communication supports and explicit modelling of expected interaction.
- Planned regulation strategies where these are part of the learner's agreed support plan.

The precise adjustment must be based on the individual learner rather than a diagnosis alone.

9. Individual Support Plans and EHCPs

Where targeted support is required, Eden House may use an Individual Support Plan (ISP) or other agreed provision record. Plans should be practical and should state:

- The learner's strengths, interests and relevant needs.
- The barriers to learning or participation.
- The agreed outcomes or targets.
- The strategies and adjustments staff will use.
- Any intervention, frequency and responsible staff.
- How progress and impact will be measured.
- Relevant learner and parent/carers views.

- Review date and actions arising from review.

Where a learner has an EHCP, Eden House will work with the placing school/local authority and other relevant professionals to understand and deliver the provision that has been agreed for the placement. Staff should understand the outcomes and provision relevant to their role and record concerns where provision cannot reasonably be delivered or where needs have changed.

Eden House will contribute to annual reviews and other review meetings where requested or appropriate. Where there is evidence that a learner's needs have materially changed, the placing school and/or local authority should be informed so that appropriate review arrangements can be considered.

10. Roles and Responsibilities

Role	Key responsibilities
Senior Leadership / Directors	Provide oversight, resources and accountability for inclusive provision; ensure policy implementation and review; support partnership working and quality assurance.
SEND Lead / SENCO-equivalent where applicable	Coordinate SEND processes; oversee identification and provision; support staff; maintain provision records; liaise with placing schools, families and professionals; monitor outcomes; advise on reasonable adjustments and SEND practice.
DSL / Safeguarding Team	Ensure SEND concerns are considered alongside safeguarding; respond to safeguarding concerns without delay; coordinate information sharing where necessary; ensure safeguarding and SEND records are appropriately linked.
Tutors / Teachers / Mentors	Deliver inclusive and adaptive practice; implement agreed adjustments and support plans; monitor progress; record concerns; contribute to reviews and communicate relevant information.
Support Staff	Follow agreed strategies, support access and participation, record relevant observations, promote independence and report concerns promptly.
Parents/Carers and Learners	Where appropriate, contribute views, strengths, aspirations and information that can help staff understand and support the learner.

11. SEND Concern and Referral Process

The SEND referral process should operate alongside the Eden House Initial Referral, Referral Screening and EHCP/Local Authority consultation processes. The purpose is to identify need, understand the learner's strengths and barriers, establish whether the provision can meet those needs safely and appropriately, and ensure that any placement decision is supported by appropriate evidence and planning.

1. Referral received: the Initial Referral Form and available supporting information are received and logged. The referral should provide sufficient information about the learner, their education, SEND, safeguarding, risk and relevant professional involvement.
2. Initial screening: the Referral Screening Record is completed to identify whether information is complete, missing, requires clarification, or requires safeguarding escalation. The referral status should be updated accordingly.

3. Information gaps: where essential information is missing, the information should be requested from a named person, given a due date and tracked. The referral should remain at Awaiting Information unless an appropriate next decision is explicitly recorded.
4. Safeguarding and risk review: concerns identified during screening must be considered by the appropriate safeguarding lead. Immediate safeguarding or safety concerns must be acted upon without waiting for completion of the screening process.
5. Enhanced safeguarding and risk information: where additional safeguarding or risk detail is required, the Enhanced Safeguarding & Risk Information Request should be used. Relevant risk controls and actions should be recorded.
6. Individual Student Risk Assessment: where required for placement and risk planning, an Individual Student Risk Assessment should identify relevant risks, controls, responsibilities and review arrangements. It should transfer into ongoing risk management following placement.
7. Multi-professional review: where SEND, medical, mental-health, curriculum, safeguarding, behavioural, staffing or other complexity requires additional judgement, a multi-professional discussion should take place. The outcome, contributors, actions, owners and due dates should be recorded.
8. Behaviour and suitability review: consider the learner's presentation, triggers, support strategies, previous placement information, curriculum needs, staffing, environment, resources, capacity and the provision's ability to meet need safely and effectively.
9. Provisional suitability: the screening process records a provisional outcome such as Provisionally Suitable, Suitable with Conditions, Further Assessment Required, Provisionally Unsuitable or Redirect Recommended. A provisional outcome is not a final placement offer.
10. Final placement decision: the authorised decision-maker considers the completed screening, professional input, safeguarding/risk information, suitability assessment and any conditions before confirming the final placement outcome.
11. EHCP / Local Authority consultation pathway: where the placement involves an EHCP or Local Authority consultation process, the relevant consultation and assessment procedure should be followed, including review of the EHCP, student and parent/carers views, provision planning and communication with the relevant authority.
12. Provision map and transition: where a placement is offered, the provision map/support arrangements should identify needs, outcomes, provision, frequency, staffing, adaptations and review arrangements. Transition should be planned according to the learner's needs.
13. Ongoing review: following placement, SEND provision, safeguarding, risk, behaviour, attendance, engagement and progress should be reviewed. Where needs or provision change, support arrangements and risk controls should be updated.

At every stage, the learner's strengths, views, aspirations and relevant parent/carers and professional information should inform decision-making. Where a safeguarding concern is identified, safeguarding procedures take priority over completion of administrative referral stages.

12. SEND within Alternative Provision

Eden House recognises that learners referred to alternative provision may have experienced disrupted education, exclusion, attendance difficulties, unmet SEND, social and emotional needs or multiple changes of placement. These factors can affect presentation and engagement.

The setting will therefore avoid a deficit-based approach. A referral or placement will be considered in the context of the whole child, including strengths, relationships, communication, learning history, attendance, safeguarding, family circumstances and the learner's views.

- Placement information should be reviewed before or at the start of placement wherever reasonably possible.

- Known SEND, EHCP outcomes, reasonable adjustments, risk information and relevant professional advice should be shared appropriately.
- Where information is missing or inconsistent, staff should identify this as an information gap rather than make assumptions.
- The placing school remains responsible for the statutory duties associated with the pupil's education and EHCP, while Eden House is responsible for the provision it has agreed to deliver.
- Placement progress should be reviewed with the placing school and other relevant professionals, particularly where needs or risks change.
- Where the learner may require specialist assessment or a change in provision, Eden House should communicate evidence and concerns to the placing school/local authority rather than attempting to make a statutory decision outside its role.

13. SEND and Safeguarding

SEND can increase vulnerability to some forms of harm, but disability or SEND must not be treated as a safeguarding concern in itself. Staff should remain alert to abuse, neglect, exploitation, online harm, peer-on-peer abuse and other risks, and should consider whether a learner's communication or support needs affect how they disclose or experience harm.

All staff must follow the Safeguarding and Child Protection Policy. Concerns must be reported to the DSL or deputy without delay. Current KCSIE 2026 emphasises that safeguarding is everyone's responsibility, that practice should remain child-centred, and that safeguarding information should be recorded with the concern, actions, decisions, rationale and outcomes where relevant.

14. Equality, Accessibility and Reasonable Adjustments

Eden House will seek to prevent disabled learners from being placed at a substantial disadvantage and will consider reasonable adjustments in line with the Equality Act 2010 and the individual circumstances of the learner.

Adjustments should be proportionate, practical and based on the learner's needs. A diagnosis is not, by itself, a complete description of the support required.

Accessibility should be considered across teaching, communication, the physical environment, activities, assessment, transitions and participation in wider provision.

15. Working with Learners, Parents/Carers and Professionals

Partnership working is central to effective SEND support. Wherever appropriate, Eden House will seek and record learner views and involve parents/carers and the placing school in planning and review.

- Share concerns and progress appropriately and sensitively.
- Use accessible language and explain proposed support clearly.
- Invite feedback on what works at home and in other settings.
- Work with SENCOs, social care, health, educational psychology, speech and language therapy and other professionals where appropriate.
- Use professional challenge and escalation procedures where agreed support is not being delivered or where the learner's needs are not being met.

16. Staff Training and Professional Development

Staff will receive appropriate SEND information and training for their role. This may include induction, refresher training, case-specific guidance, external professional input and reflective practice.

- Core awareness of SEND and inclusive practice.

- Understanding of the four broad areas of need.
- Adaptive teaching and reasonable adjustments.
- Communication needs and accessible practice.
- SEND and safeguarding vulnerabilities.
- Use of support plans and recording systems.
- Understanding EHCP outcomes and provision relevant to the learner's placement.

17. Recording, Confidentiality and Information Sharing

SEND information will be recorded accurately, securely and proportionately. Staff must follow organisational data protection requirements and only access or share information necessary for their role.

Information sharing should support the learner's education, welfare and safeguarding. Data protection should not be treated as an automatic barrier to necessary safeguarding information sharing. Staff should follow the organisation's information-sharing and safeguarding procedures.

18. Monitoring, Quality Assurance and Review

The effectiveness of SEND provision will be monitored through a combination of:

- Review of ISPs and provision records.
- Learner progress and engagement information.
- Tutor/mentor observations.
- Quality assurance visits and case audits.
- Feedback from learners, parents/carers and placing schools.
- Review of reasonable adjustments and intervention outcomes.
- Review of complaints, incidents and professional feedback where relevant.

Where provision is not producing the intended outcome, the organisation will consider whether the assessment was accurate, whether strategies were implemented consistently, whether the outcome was appropriate, and whether further specialist advice or escalation is required.

19. Concerns and Complaints

Parents/carers, learners and placing schools should raise concerns through the agreed complaints or professional escalation route. Where a concern relates to safeguarding, it must be managed under the Safeguarding and Child Protection Policy rather than treated solely as a SEND complaint.

20. Related Documents

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Concern / Referral Form
- Eden House Referral Screening SOP
- Enhanced Safeguarding & Risk Information Request
- Eden House Individual Student Risk Assessment
- Individual Support Plan (ISP)
- EHCP / Annual Review contribution form
- Accessibility / Reasonable Adjustments guidance
- Professional Challenge and Escalation SOP
- Information Sharing / Data Protection procedures

21. Policy Review

This policy will be reviewed annually and sooner where there are significant changes to legislation, statutory guidance, local arrangements, the organisation's provision or identified learning from incidents, audits or professional feedback.

The October 2026 review has strengthened the policy's alternative-provision focus, clarified the Assess–Plan–Do–Review cycle, expanded reasonable adjustments and learner-centred planning, and strengthened links between SEND, safeguarding, referral, EHCP and quality-assurance processes.

22. Key Reference Documents

- Department for Education (2015, as updated): Special educational needs and disability code of practice: 0 to 25 years.
- Department for Education (2026): Keeping children safe in education 2026.
- HM Government (2026): Working Together to Safeguard Children.
- Children and Families Act 2014.
- Equality Act 2010.
- Education Act 1996.
- Relevant local authority SEND Local Offer and SEND procedures.
- Current JCQ access arrangements and reasonable adjustments guidance, where applicable.