



New Leaf Triangle SEND policy

Written: November 2023 by Bryony Thurlow (Manager) and Lorraine Squires Shaw (Director)

To be reviewed: 1st November 2025

Scope of Policy

New Leaf Triangle (NLT) is an alternative education provider, delivering education for young people at risk of exclusion from school, children out of school as well as those also attending specialist or mainstream schools. It also provides Post 16 education. Students are on part time placements, commissioned directly by local authorities, subcontracted through schools or occasionally funded by parents or charities.

We recognise the importance of having a SEND policy as the majority of our students have diagnosed or unidentified SEND needs and it is important that staff know how to identify and support a range of needs.

We also recognise the need for joint working with the SENDCo in their school as they are accountable to the SEND Code of Practice; placements with us should be evidenced as part of the Graduated Response to meeting the needs of SEND students.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEND Code of Practice (2015, p 15)

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term'

is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2015, p16)

1. The kinds of special educational need for which provision is made at NLT

All students at NLT will have a SEND need of SEMH due to the fact that they are now in alternative provision. Many students at NLT will also have an additional range of need(s) which can also act as barriers to learning and we acknowledge the importance of joint working with the school SENDCo to ensure that we share information that may help to identify and unmet SEND needs (see Appendix 1).

NLT can make provision for every kind of frequently occurring special educational need for students without an Education, Health and Care Plan (EHCP) - for instance learning difficulties, specific learning difficulties such as dyslexia and dyspraxia, speech and language needs, autistic spectrum conditions, ADHD, ODD, attachment disorder and trauma related behaviour.

Where NLT works with SEND students who have an EHCP plan, we agree with the commissioning school or local authority, at the point of referral, how we will work to meet the targets on the plan and we will be actively involved in providing feedback for the review of targets with the family, students and school. Where a student with an EHCP plan is referred to us via a Partnership, we will work actively with the Partnership to provide the same information so that they can liaise with the school SENDCo.

2. Information about the policy for identification and assessment of students with SEND at mainstream schools

Students attending NLT will usually have been receiving SEND support from their schools, over and above that provided by high quality teaching that is differentiated and personalised. Following schools' own protocols, a referral to NLT is made and the primary area of need for SEND Support is listed as social, emotional and mental health (SEMH).

Although all students would have been referred to NLT due to identified areas of challenge, they will be assessed during a baseline assessment period according to our personalised communication, social and emotional assessment areas from our curriculum. Once they have attended NLT for four weeks, they are then set specific targets in areas that we have assessed need. (See Appendix 1)

We work closely with the whole team that are working with the young person, such as Occupational Therapists, Speech and Language Specialists and Counsellors/Psychiatric support in relation to their SEMH needs.

We provide additional support via Annual reviews, EHCP review meetings, Child Protection, Child in Need, TAF and PEP meetings.

Some students may continue to make inadequate progress, despite high-quality facilitation from staff at NLT which is targeted at supporting their areas of weakness as well as building on their strengths. For these students, and in consultation with parents and schools, we will endeavour to determine the cause of the difficulty. Where necessary the support from an

Educational Psychologist via the school would be requested, who is able to use a range of specific cognitive assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary.

We will ensure that all staff who work with the student are aware of the support to be provided and approaches to be used. This will be done via a One Page Profile which is created by each students' key worker within their first few weeks. This document outlines the needs of the student and the suggested strategies (see Appendix 2). We may also create a behaviour support plan, if deemed necessary, to help staff to implement the most suitable strategies for each individual student who may present challenging behaviour.

3a) Arrangements for assessing and reviewing the progress of students with special educational needs

Every student at NLT has their academic and personal achievement progress tracked each half term and this is all collated into a half termly report which is sent to their parents/carers, social worker, school or local authority and any other professionals that support the young person.

If these assessments do not show adequate progress is being made, the personalised programme will be reviewed and adjusted.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For students with or without an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

3b) How the provision adapts the curriculum and learning environment for students with special educational needs

At NLT we use the information provided on referral, the outcomes of our assessments and any external reports along with the information in Education, Health and Care Plans to create a personalised programme and curriculum.

Students receive 1:1 support and learning takes place in a therapeutic outdoor environment and includes the use of animals for most students. We use a personal centred, supportive approach in all aspects of our work and are able to adapt aspects of the curriculum or its delivery and the learning environment to meet individual needs.

3c) Support that is available for improving the emotional and social development of students with special educational needs

At New Leaf we understand that an important feature of the provision is to enable all students to develop emotional resilience and social skills, both through direct teaching in their sessions and indirectly with every conversation staff have with the students throughout the day.

Staff receive training on emotion coaching and progress in social and emotional skills is tracked for all students.

Students may also access additional individual or family support through an Early Help Needs referral or through external referral to CAHMs. We also offer time-out space 'safe space' for students to use when needed.

4. SEND Coordinator

NLT does not have a SENDCO in their staffing structure as all the staff receive extensive training in SEND. Coordinators monitor progress closely and are proactive in making changes to individual learning programmes and support to meet the needs of individuals.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

Staff have qualifications and a wide range of experience in working with students with a range of SEND/SEMH and all staff receive training in this area including training in:

ADHD

Adverse Childhood Experiences (ACEs)

Attachment Disorders

Anxiety Disorders

Autism

Bipolar Disorder

Child Exploitation

Depression

Eating Disorders

Emotion Coaching

Horse Boy

Mindfulness

Movement Method

Obsessive Compulsive Disorder

Oppositional defiant disorder

Pathological Demand Avoidance

Self-Harm

Suicide

Trauma

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

Person-centred planning is at the heart of all we do at NLT and students are encouraged to take a full part in all aspects of their education through half termly tutorials, student evaluation forms and student forums as well as the opportunity to discuss their education with their keyworker at any time.

Information from Leicestershire County Council:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Parents can also seek advice from SEND IASS:

<https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/send-information-advice-and-support-service-sendias>

Other useful links to SEND information:

[SEND Code of Practice](#)

[Leicestershire SEND Support Handbook](#)

[Beacon Support SEND Cheat Sheets](#)

[NASEN SEND Handbook](#)

Please print your name, date and sign below to confirm you have read and understood the NLT SEND Policy above and agree to follow it.

Name	Signature	Date

