

ALP Sittingbourne

SEND Policy

April 2025





This statement was approved:	Executive Board
This statement will be reviewed:	September 2026



1. Statement of Intent

ALP Sittingbourne is an independent specialist school providing education for children and young people with Special Educational Needs and Disabilities (SEND). All pupils have an Education, Health and Care Plan (EHCP) on entry.

Although the school is not a Section 41 approved institution, we work closely with Local Authorities and external agencies to ensure all statutory and specified provision is delivered effectively.

Our mission is to enable every pupil to achieve their potential academically, socially, and personally. Many pupils have experienced barriers to learning in previous settings; therefore, we provide highly individualised programmes that support progress, engagement, and wellbeing.

We are committed to:

- Promoting equality of opportunity in line with the Equality Act 2010
- Ensuring no pupil is disadvantaged due to disability
- Delivering ambitious, person-centred, and outcome-driven provision
- Working in partnership with families and professionals

2. Legal Framework

This policy is informed by:

- Children and Families Act 2014
- Education Act 1996
- Data Protection Act 2018
- SEND Code of Practice (0–25 years)
- Keeping Children Safe in Education
- Health and Care Act 2022
- Relevant statutory guidance on safeguarding, medical needs, and mental health

This policy operates alongside key school policies including:

- Safeguarding
- Behaviour
- Admissions
- Accessibility
- Supporting Pupils with Medical Conditions
- Data Protection

3. Objectives

ALP Sittingbourne aims to:

- Deliver provision outlined in each pupil's EHCP
- Provide a broad, balanced and personalised curriculum
- Promote social, emotional and mental health (SEMH) alongside academic progress
- Support successful transition to adulthood
- Work collaboratively with parents, carers, and professionals
- Ensure staff are well-trained and supported to deliver high-quality SEND provision

4. Roles and Responsibilities

Executive Board

- Monitor quality and impact of SEND provision
- Ensure appropriate staffing and resources
- Review strategic priorities

Headteacher

- Oversee implementation of SEND provision
- Ensure statutory compliance
- Maintain high expectations for all pupils
- Line manage SENCO and staff

SENCO / Assistant SENCO

- Coordinate day-to-day SEND provision
- Liaise with families, professionals, and Local Authorities
- Monitor progress against EHCP outcomes
- Maintain accurate records

Teachers and Key Stage Teams

- Deliver personalised teaching
- Assess and adapt learning continuously
- Promote engagement and independence
- Work collaboratively with support staff and specialists

5. Admissions

Admissions are completed in consultation with the relevant Local Authority.

Pre-admission includes:

- Gathering information from previous settings and professionals
- Meeting with parents and pupils
- Designing personalised timetables and support packages

Placement is confirmed only when the school can meet the pupil's EHCP needs.

6. Identifying and Assessing Need

All pupils undergo baseline assessment, including:

- Reading, spelling, and numeracy
- Cognitive profiling
- Functional skills

The school addresses the four areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

Assessment is ongoing, with staff identifying emerging needs including trauma, bereavement, and mental health challenges.

7. Safeguarding

Pupils with SEND are more vulnerable to safeguarding risks.

Staff are trained to recognise:

- Communication barriers
- Misinterpretation of behaviours
- Social isolation and online risks

The DSL works closely with the SENCO to ensure safeguarding is responsive and effective.

Physical intervention is only used where necessary and follows the school's Behaviour Policy and TEAM TEACH principles.

8. SEND Support (Graduated Approach)

Provision follows the Assess – Plan – Do – Review cycle:

- Assess: Identify needs through baseline and ongoing assessment
- Plan: Set targets collaboratively
- Do: Deliver interventions and support
- Review: Evaluate impact and adapt provision

Support may include:

- 1:1 or small group teaching
- Literacy and numeracy programmes
- Therapy input (SALT, OT, etc.)
- SEMH interventions
- Social skills development

9. Curriculum and Teaching

- Primary: Adapted National Curriculum
- Secondary/Post-16:
 - GCSE/iGCSE
 - Functional Skills
 - Vocational pathways
 - Life skills

A semi-formal curriculum is provided where appropriate.

All teaching is:

- Differentiated
- Aligned to EHCP outcomes
- Regularly reviewed

10. Interventions and Support

ALP Section F Provision		
Name	Area of Need	Description
Access to teaching of active listening strategies	Communication and Interaction Needs	Access to teaching active listening strategies for pupils with Special Educational Needs and Disabilities (SEND) involves implementing structured, visual, and engaging techniques that move beyond passive hearing to active engagement. Effective strategies Quality First Teaching Consistent Practice Scaffolded Learning Wait Time Feedback and Evaluation
Access to therapy (multiple)	All Areas of Need	Counselling Occupational Therapy Salt Educational Psychology Lego therapy Play therapy Art therapy
Additional Support for Maths and Literacy	Cognition and Learning Needs	Tailored, structured interventions designed to help pupils to master specific concepts
Art Therapy	Social, Emotional and Mental Health Difficulties	Art therapy is a form of psychotherapy that uses the creative process of art-making to improve mental, emotional, and physical well-being.
Attention Autism	Communication and Interaction Needs	A structured intervention programme developed by Gina Davies that improves attention, communication, and social interaction skills in autistic children through highly engaging, visual, and fun activities.
BAHA Interventions (External)	Social, Emotional and Mental Health Difficulties	Continued monitoring from the hearing impairment service
Calming Box	Social, Emotional and Mental Health Difficulties	A calming box (or self-soothe kit) is a personalized container filled with sensory items, tools, and comfort objects designed to help children or adults manage anxiety, stress, or overwhelming emotions
Chunking	Cognition and Learning Needs	An evidence-based instructional strategy that breaks complex information into smaller, manageable, and logically sequenced units to reduce cognitive load, improve memory retention, and facilitate understanding
Communication Board	Communication and Interaction Needs	Communication tool featuring pictures, symbols, or words that individuals with limited speech use to communicate by pointing or gesturing.
Counselling	Social, Emotional and Mental Health Difficulties	A structured, confidential, and safe talking therapy where a trained professional helps individuals explore mental, emotional, or life challenges.

Deep Pressure/Heavy Work Activities	Sensory and/or Physical Needs	The resistive or stretching input obtained through heavy muscle work activities and more intensive/prolonged deep pressure can regulate the sensory system and help support a child to be calm, relaxed and to prepare themselves to engage in a range of meaningful daily activities.
Dough Disco/Clever Fingers	Sensory and/or Physical Needs	a fun, music-based fine motor skills activity where participants mold playdough to strengthen hand muscles and improve dexterity, usually for five minutes daily
Ear Defenders	Sensory and/or Physical Needs	Personal protective equipment (PPE) designed to protect hearing by covering the entire outer ear with sound-absorbing, foam-lined cups connected by a headband
Education Psychologist	All Areas of Need	Consultative approaches to support schools, families, and local authorities, providing assessments, interventions, and staff training
Extra Time for completion of tasks	Social, Emotional and Mental Health Difficulties	Extra time for task completion refers to the provision of additional time beyond the standard, allotted period to finish a task, project, or assessment.
Familiar Adult Check in	Social, Emotional and Mental Health Difficulties	Support for regular daily check ins by familiar adults
Fidget Toys	Sensory and/or Physical Needs	Fidget toys are small, handheld objects designed to help improve focus, reduce stress, and manage anxiety by providing sensory input and a constructive outlet for nervous energy.
Fine Motor Support	Sensory and/or Physical Needs	Focuses on strengthening the small muscles in the hands, wrists, and fingers to improve coordination, dexterity, and precision
Flexible Seating	All Areas of Need	Flexible seating is a student-centered classroom approach that replaces traditional desks and chairs with varied, flexible options like yoga balls, bean bags, standing desks, and floor cushions. It empowers students to choose where they work, improving comfort, engagement, focus, and allowing for better regulation of sensory needs.
Gross Motor Support	Sensory and/or Physical Needs	Gross motor skills involve using large muscles in the torso, arms, and legs for whole-body movements like walking, running, jumping, throwing, and balancing.
Hearing Impairment Training (School Staff)	Social, Emotional and Mental Health Difficulties	Staff familiar with Hearing impairment support
Highly differentiated Curriculum	Cognition and Learning Needs	A highly differentiated curriculum for SEND students embeds flexibility and scaffolding to make learning accessible, focusing on breaking down tasks, visual aids, and tailored support
Homunculi intervention	Social, Emotional and Mental Health Difficulties	The Homunculi Approach to Social and Emotional Wellbeing, is a flexible, 10-week cognitive-behavioural therapy (CBT) programme designed specifically for children and young people on the autism spectrum or with emotional and behavioural difficulties

Intensive Interaction	Communication and Interaction Needs	<p>Intensive Interaction is a naturalistic, child-led approach designed to develop foundational communication and social skills in individuals with autism, severe learning difficulties, or sensory issues.</p> <p>Follow the Lead: The practitioner waits for and responds to the person's own actions, sounds, and interests.</p> <p>Mirroring/Imitation: Copying the person's body language, sounds, or movements to show interest and connection.</p> <p>Shared Enjoyment: The goal is to create a fun, enjoyable interaction rather than achieving a specific task or goal.</p> <p>Fundamentals of Communication: Focuses on essential, early-stage skills like eye contact, facial expressions, turn-taking, and using vocalizations with meaning.</p> <p>Environment: Can be used anywhere, anytime, and is often most effective in daily routines</p>
Irlen Adaptions	Sensory and/or Physical Needs	Coloured paper, overlays
Lego Therapy	Communication and Interaction Needs	Collaborative play intervention designed to improve social communication, turn-taking, and problem-solving skills in children and young people, particularly those with autism, ADHD, or social communication difficulties.
Medway Core Standards Strategies and Recommendations	Social, Emotional and Mental Health Difficulties	A practical guide for all staff working in Medway schools to help children develop essential skills for learning and development
Movement Breaks	Physical and/or Sensory, Social, Emotional and Mental Health	Movement breaks (or "brain breaks") are short, planned periods of physical activity designed to release energy, reduce tension, and improve concentration for students.
Multisensory Approach to Learning	Social, Emotional and Mental Health Difficulties	This incorporates varied media and the use of the senses (sight, touch, proprioception, movement and hearing). The curriculum should be differentiated and delivered to match her developmental needs, learning style and pace of learning.
NHS Handwriting	Sensory and/or Physical Needs	NHS handwriting guidance focuses on developing fine motor skills, proper posture, and consistent letter formation for legibility.
Occupational Therapy (OT) Input	Sensory and/or Physical Needs	Occupational Therapy (OT) provides essential support for children with Special Educational Needs and Disabilities (SEND) by focusing on developing fine/gross motor skills, sensory regulation, handwriting, and daily independence.
PECS	All Areas of Need	The Picture Exchange Communication System (PECS) is an evidence-based, functional communication approach allowing individuals with limited or no speech to communicate by exchanging pictures for desired items.
Phonic Intervention	Cognition and Learning Needs	A targeted, systematic instructional program designed to help struggling readers develop foundational skills in connecting speech sounds (phonemes) to printed letters (graphemes). Phonics Shed
Physiotherapy input	Sensory and/or Physical Needs	Focus on restoring movement, function, and independence, often following injury, illness, or disability
Play Therapy	Social, Emotional and Mental Health Difficulties	Play Therapy is a type of therapy where play and art materials are used as the main way for people to express themselves

Precision Teaching	Cognition and Learning Needs	<p>Precision Teaching (PT) is a highly structured, data-driven, and evidence-based instructional method focused on improving a student's accuracy and fluency in specific skills, such as reading, math, or spelling.</p> <p>Pinpointing: Specifically identifying the skill to be taught (e.g., "reading 20 high-frequency words in 1 minute").</p> <p>Daily Monitoring & Charting: Recording the frequency of correct and incorrect responses to visualize progress.</p> <p>Fluency-Based: Focusing on speed and accuracy (automaticity) to ensure skills are firmly embedded in long-term memory, not just recalled slowly.</p> <p>Data-Driven Decisions: If progress is not made, the teaching method is changed.</p>
Preparation for Adulthood Lessons	All Areas of Need	<p>Structured educational session designed to help young people gain the skills, knowledge, and confidence necessary to lead independent, fulfilling lives</p>
SECTION F TIME	All Areas of Need	<p>Dedicated Section F time from 9.30-10:45 daily:</p> <ul style="list-style-type: none"> Sensory circuits Phonics/Reading intervention Child directed/enrichment Zones of regulation Eco Social interaction (games) Resilience
Safe Space Access	Social, Emotional and Mental Health Difficulties	<p>Supervised safe space, if required</p>
Scaffolding	Cognition and Learning Needs	<p>Scaffolding in education is a temporary, structured support system designed to help learners bridge the gap between their current capabilities and new, more complex tasks. Rooted in Vygotsky's Zone of Proximal Development (ZPD), it involves breaking tasks into smaller, manageable steps, offering guidance, and gradually removing support as independence increases</p> <p>Key Strategies for Effective Scaffolding:</p> <p>Modeling: Showing students exactly what is expected, such as "think-alouds" or demonstrating a math problem.</p> <p>Visual Aids: Utilizing graphic organizers, charts, and diagrams to help organize information.</p> <p>Verbal/Written Prompts: Using sentence stems, writing frames, or guiding questions to prompt thinking rather than providing direct answers.</p> <p>Breaking Down Tasks: Dividing large assignments into smaller, achievable steps.</p> <p>Guided Practice: Working through problems together before expecting independent mastery.</p> <p>Active Monitoring: Adjusting support levels in real-time based on student understanding</p>

Self Sooth Box	Physical and/or Sensory, Social, Emotional and Mental Health	A self-soothe box (or crisis/hope box) is a personalized kit filled with items designed to ground, calm, and provide comfort during times of high stress, anxiety, or low mood.
Sensory circuit	Physical and/or Sensory, Social, Emotional and Mental Health	Sensory circuits are structured, 15-20 minute physical activity programs designed to help children, especially those with sensory processing differences, achieve an optimal level of alertness for learning.
Sensory Room	Social, Emotional and Mental Health Difficulties	A sensory room is a specially designed, controlled environment used for regulatory purposes
Simple Language	Communication and Interaction Needs, Sensory and/or Physical	Break tasks down into steps, check that students have understood and remembered.
Simple Language	Communication and Interaction Needs	Break tasks down into steps, check that students have understood and remembered.
Sitting near front of class	Social, Emotional and Mental Health Difficulties	This position minimizes distractions from classmates, improves visibility of the board, allows for direct interaction with the teacher, and often correlates with higher focus and better performance
Slant Board	Sensory and/or Physical Needs	A slant board is an inclined, wedge-shaped platform—typically made of wood or heavy-duty plastic—used for enhancing lower-body flexibility, strength training, and rehabilitation.
Small Classes and high staff ratio	All Areas of Need	Small classes combined with high staff ratios (low pupil-teacher ratios) enhance educational outcomes by enabling personalized instruction, immediate feedback, and improved classroom engagement.
Social Skills Group (Games)	Social, Emotional and Mental Health Difficulties	Social skills groups for teenagers use interactive games to build communication, empathy, and teamwork in a low-pressure environment.
Social Stories/Comic Strips	Communication and Interaction Needs	Primarily used to support individuals especially those with autism or social communication difficulties in understanding social situations, emotions, and expected behaviors
Speech and Language Group (LFB)	Social, Emotional and Mental Health Difficulties	"Language for Behaviour and Emotions" (LFBE) is a specialized, evidence-based intervention tool designed to help children and young people with social, emotional, and mental health needs (SEMH) who also have underlying speech, language, and communication needs (SLCN). It is designed to be used in school or therapeutic settings to bridge the gap between emotional regulation and communication skills.
Speech and Language Therapist (Internal)	Communication and Interaction Needs	A Speech and Language Therapist (SLT) provides life-changing treatment, support, and care for children and adults who have difficulties with communication, eating, drinking, or swallowing.
Switch On Reading intervention	Social, Emotional and Mental Health Difficulties	Switch-on Reading is an evidence-based, 10-week literacy intervention designed to improve reading accuracy, fluency, and comprehension for struggling readers. Delivered daily by trained teaching assistants in 20-minute, one-to-one sessions,
Talkabout for teenagers	Communication and Interaction Needs	A comprehensive, hierarchical, and evidence-based resource designed to help teenagers (aged 11–18) develop social and emotional communication skills

Taskboard	Communication and Interaction, Cognition and Learning	Task Management boards are a great resource to use with those pupils with Speech, Language and Communication Needs (SLCN). They are essentially a task planner, with a series of pictures and simple actions illustrating what needs to be done to complete a particular task.
Teach key topic vocabulary	Communication and Interaction, Cognition and Learning	Effective topic vocabulary teaching involves explicit instruction, active usage, and consistent review. Key methods include using visual aids, pre-teaching, creating word walls, and using "word-association" maps.
Teaching metacognitive Strategies to Student	Social, Emotional and Mental Health Difficulties	Metacognitive strategies in the classroom involve teaching students to plan, monitor, and evaluate their own learning, transforming them into self-regulated, independent learners. Key strategies include modeling thinking aloud, encouraging self-questioning, using reflection journals, and implementing a 7-step approach—ranging from activating prior knowledge to structured reflection. The Metacognitive Cycle (Plan, Monitor, Evaluate): Students set goals, assess their progress, and reflect on their approach. Modeling/Thinking Aloud: Teachers verbally articulate their thought processes, demonstrating how to approach a problem. Self-Questioning Prompts: Providing questions like "What am I trying to achieve?" or "What strategies am I using?" helps students monitor their work. Reflective Journals/Diaries: Students document their learning experiences, challenges, and strategies for improvement. Error Analysis: Encouraging students to analyze their mistakes to prevent future errors. Self-Explanation/Peer Teaching: Students explain concepts to themselves or others to deepen understanding. Exam Wrappers: Short, reflective activities that accompany assessments, asking students to look back at how they prepared. Graphic Organizers: Tools that help students plan their approach to complex tasks.
Text to voice speaking and listening software	Communication and Interaction Needs	The software is powered by a text-to-speech engine trained on a vast volume of human voice recordings. It converts written words to their spoken form by analyzing sound waveforms in voice data
Theraputty	Sensory and/or Physical Needs	TheraPutty is a silicone-based, resistive exercise material used primarily for hand therapy and rehabilitation. It is designed to improve grip strength, fine motor skills, and finger dexterity through squeezing, stretching, and twisting.
Total Communication Approach	Communication and Interaction Needs	The Total Communication approach values all forms of communication equally, using a combination of methods such as speech, sign, symbols, gestures, and AAC tools to support individuals with communication difficulties.
Touch typing	Sensory and/or Physical Needs	Touch typing is a technique of using all ten fingers to type without looking at the keyboard, relying instead on muscle memory.

Transition Support	Social, Emotional and Mental Health Difficulties	<p>Key Aspects of SEND Transition Support:</p> <p>Early Planning: Schools should begin transition preparations well in advance to reduce anxiety, involving parents and carers in all decisions.</p> <p>Structured Preparation: This includes organizing visits to new schools, meeting key staff, using visual aids (social stories, photo books), and arranging specialized transport.</p> <p>EHCP Reviews (Year 9+): From age 13, EHCP reviews must focus on preparing for adulthood, including independent living, community participation, and employment.</p> <p>Information Sharing: Current settings must share comprehensive information regarding the child's needs and support strategies with the receiving school.</p> <p>Tailored Support: Using the "Assess, Plan, Do, Review" cycle, support is personalized to meet the specific needs of the child during the transition.</p>
Visual Aids	Sensory and/or Physical Needs	<p>Schedules & Timelines: Visual timetables, "Now, Next, and Then" boards, daily agenda lists.</p> <p>Behavior & Rules: Visual rules posters, token boards (reward systems), traffic light systems for behavior management.</p> <p>Instructional Aids: Graphic organizers (diagrams, Venn diagrams), posters, maps, charts.</p> <p>Communication & Interaction: Picture Exchange Communication Systems (PECS), emotion cards, communication lanyards.</p> <p>Environmental Cues: Labeled storage, visual boundary markers, safety signage.</p> <p>Time Management: Visual timers (e.g., Time Timer), countdowns. Interactive & Digital: Videos, interactive whiteboard aids, 3D models.</p>
Visual Timers	Physical and/or Sensory, Social, Emotional and Mental Health	A visual timer is a time-management tool designed to make the abstract concept of time concrete by using a visual representation—such as a disappearing color disk, a glowing light, or a changing digital display—to show how much time is remaining.
Visual Timetable	Communication and Interaction, Cognition and Learning, Physical and/or Sensory	A visual timetable is a tool using images, photographs, or symbols to display a sequence of daily events, commonly used in education and home settings to support routines.
Weighted Lap Cushion/blankets	Sensory and/ or Physical, Cognition and Learning	Weighted lap pads can provide powerful sensory input to the upper legs & waist
Zones Of Regulation	Social, Emotional and Mental Health Difficulties	The Zones of Regulation is a framework that helps people, particularly children, categorise their emotions and states of alertness into four coloured zones: Blue, Green, Yellow and Red. As a class Lemurs will be working on Blue and Green. Staff will be modelling the boards. By using the correct colours in tuff trays, sensory play, music, songs to help with understanding. The goal is to provide a common language and tools for self-regulation, allowing individuals to identify their feelings and choose strategies to manage them in time.
1:1 Adult	All Areas of Need	Provide intensive, individualised support to a single pupil, typically with special educational needs (SEN), to help them access the curriculum, build independence, and manage behaviour

Interventions are integrated into daily learning and aligned with EHCP outcomes.

11. Examination Access Arrangements

Access arrangements are provided in line with exam board regulations and evidence of need.

12. Transition

Transitions are carefully planned through:

- Induction visits
- Social stories
- Structured transition planning (from Year 9 onwards)

13. Working with Parents and Pupils

- Annual EHCP reviews
- Regular communication with parents
- Termly progress updates
- Pupil voice included in planning and review

14. Preparation for Adulthood

From Year 9, focus includes:

- Employment
- Independent living
- Social participation

This includes careers guidance, work experience, and life skills development.

15. Behaviour, Pastoral and Medical Support

- Behaviour managed through relational and trauma-informed approaches
- TEAM TEACH strategies used
- Medical needs supported through individual care plans
- Pastoral support led by Key Stage teams

16. Specialist Services

The school works with:

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- CYPMHS
- Paediatric and nursing services

17. Staff Training

Staff receive regular training in:

- Safeguarding
- SEND
- Mental health
- TEAM TEACH
- Trauma-informed practice

18. Local Offer

Information is shared via:

- Annual reviews
- Parent communication systems
- School website

19. Data and Record Keeping

- Records maintained securely in line with GDPR
- Progress and interventions monitored systematically
- Information shared appropriately for safeguarding

20. Monitoring and Review

This policy is reviewed annually by the Headteacher and Executive Board.