



LEGACY EDUCATION SEND & SEMH Policy

"Character Above All Else"

Approved by: Director
Responsible Person: SENDCo / DSL
Last Review Date: December 2025
Next Review Due: December 2026

1. Statement of Intent

- 1.1. At Legacy Alternative Provision (Legacy AP), we believe every young person deserves access to an education that meets their individual needs and enables them to succeed academically, socially, and emotionally.
- 1.2. We are committed to creating an inclusive environment where SEND (Special Educational Needs and Disabilities) and SEMH (Social, Emotional, and Mental Health) needs are understood, supported, and celebrated.
- 1.3. Our provision is guided by the principles of “Character Above All Else” — valuing resilience, respect, and responsibility as the foundation for lifelong learning and growth.

2. Purpose and Scope

- 2.1. This policy sets out how Legacy AP identifies, assesses, and supports students with SEND and SEMH needs, ensuring they receive a high-quality, personalised education.
- 2.2. It applies to all staff, visiting tutors, and partner organisations, and aligns with
 - the SEND Code of Practice (2015),
 - the Children and Families Act (2014),
 - the Equality Act (2010), and
 - Keeping Children Safe in Education (2025).

3. Definitions

- 3.1. A student has Special Educational Needs (SEN) if they have a learning difficulty or disability that requires additional support beyond what is normally available in mainstream education.
- 3.2. A student is identified as having SEMH needs if they display persistent difficulties with emotional regulation, relationships, or behaviour that impact learning or wellbeing.
- 3.3. Legacy AP recognises four broad areas of need:
 1. Communication and Interaction
 2. Cognition and Learning
 3. Social, Emotional and Mental Health (SEMH)
 4. Sensory and/or Physical Needs

4. Aims

- 4.1. Our aims are to:

- Identify SEND and SEMH needs early and accurately
- Remove barriers to learning and participation
- Provide high-quality, personalised support and interventions
- Equip staff to meet diverse needs
- Foster self-esteem, independence, and resilience
- Work collaboratively with families and external agencies

5. Identification and Assessment

- 5.1. Students are identified through baseline assessments, referral information, staff observations, and ongoing monitoring.
- 5.2. The SENDCo/DSL conducts further assessment where needed and liaises with parents and referring schools to determine the appropriate support.

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

- 6.1. Legacy AP follows the graduated response recommended by the SEND Code of Practice:
 1. **Assess** – Gather data on needs.
 2. **Plan** – Agree strategies and outcomes with staff, parents, and the student.
 3. **Do** – Implement support plans and monitor daily.
 4. **Review** – Evaluate effectiveness and adapt where necessary.
Progress is reviewed termly and shared with parents and referring agencies.

7. Support and Provision

- 7.1. Support may include:
 - Small-group or one-to-one teaching
 - Pastoral mentoring or coaching
 - Emotional regulation sessions
 - Access to counselling or wellbeing support
 - Adjusted timetables or expectations
 - Sensory or movement breaks
 - Literacy and numeracy interventions
 - Differentiated learning materials
- 7.2. All teaching staff adapt instruction using Rosenshine’s Principles and the “**I, We, You**” model to ensure clarity, scaffolding, and guided practice.

8. Working with External Agencies

- 8.1. Legacy AP collaborates with external professionals and services such as Educational Psychologists, Speech and Language Therapists, CAMHS,

Lancashire Police's ASB Team, Social Care, and Youth Services to deliver coordinated support.

9. Student and Family Voice

- 9.1. Students are actively involved in reviewing their Individual Support Plans and setting goals.
- 9.2. Parents and carers are encouraged to participate, share insights, and provide feedback regularly.

10. Staff Roles and Responsibilities

- 10.1. **Director** – Holds overall responsibility for effectiveness of SEND and SEMH provision
- 10.2. **SENDCo / DSL** – Leads identification, coordination, and review
- 10.3. **Teaching Staff** – Deliver differentiated teaching and track progress
- 10.4. **Support Staff / Mentors** – Deliver interventions and wellbeing support
- 10.5. **All Staff** – Model empathy, consistency, and respect in every interaction

11. Training and Professional Development

- 11.1. All staff receive a minimum of CPD in:
 - Understanding SEND and SEMH
 - Trauma-informed and relational practice
 - Mental health awareness
 - De-escalation and positive handling
 - Literacy and numeracy interventions
 - Safeguarding and record-keeping
 - Any other training the Director or Leadership team deem necessary

12. Monitoring and Review

- 12.1. Provision is reviewed termly through data, feedback, and supervision.
- 12.2. Findings inform improvement planning and staff training priorities.

13. Equality and Accessibility

- 13.1. Legacy AP ensures all students can access the curriculum and facilities, removing barriers to participation.
- 13.2. This aligns with our Equality Policy and inclusion commitments.

14. Related Policies

- 14.1. This policy should be read alongside:

- Safeguarding & Child Protection Policy
- Behaviour & Exclusions Policy
- Mental Health & Wellbeing Policy
- Equality, Diversity & Inclusion Policy
- Teaching, Learning & Assessment Policy