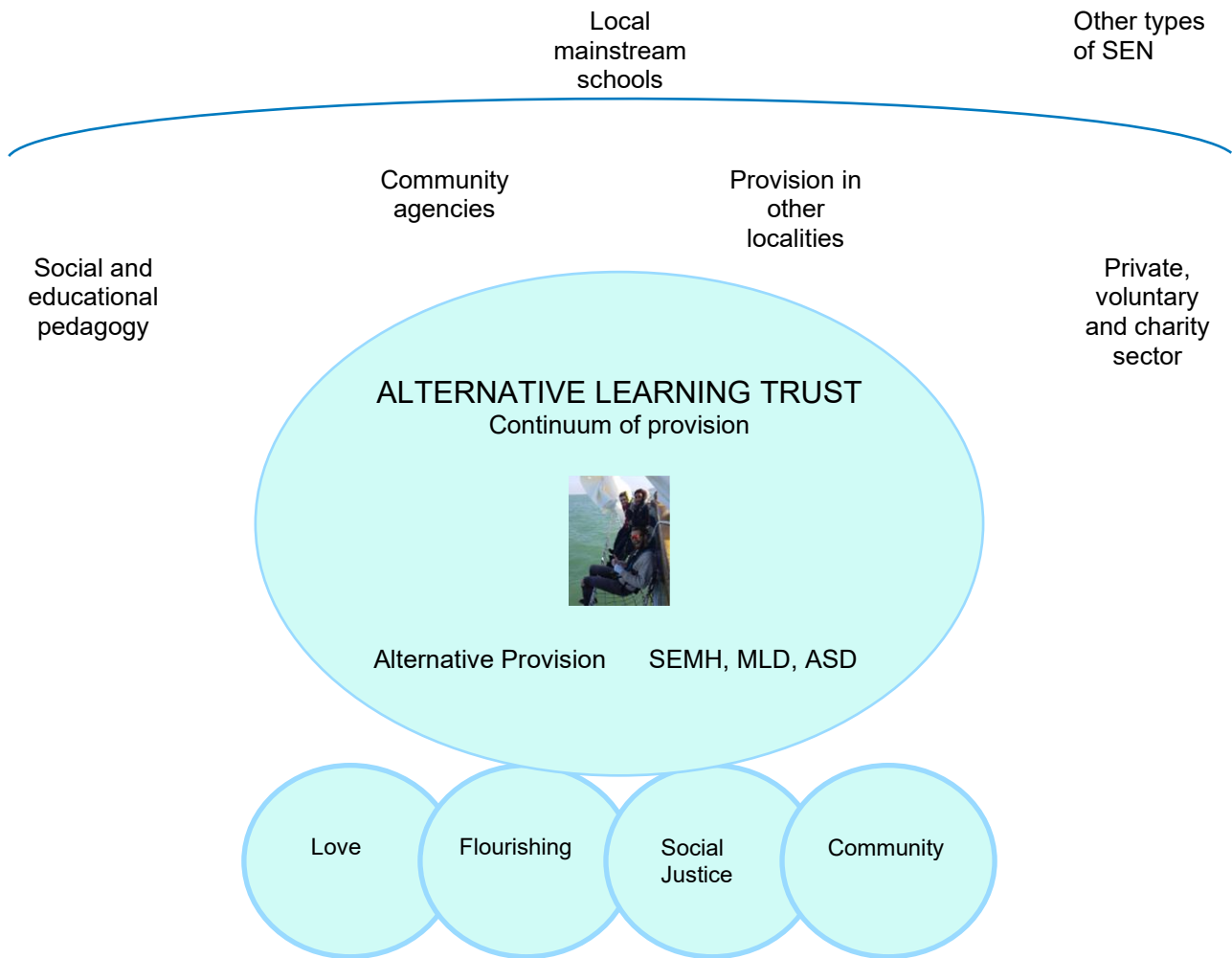




SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) PRINCIPLES

Date of approval by the Trust Board	15 October 2025
Review cycle	3 years Or where there has been a change in regulation and statutory guidance or issues that have arisen during the review cycle, at a suitable point within this period

Practice model



OUR MISSION

To strengthen Alternative Provision (AP) and Special Schools/Pupil Referral Units (PRUs) and their collaboration with mainstream schools and the full range of children's services nationally to improve outcomes for children with SEN, challenging behaviour, and their families.

OUR VISION

To improve outcomes for the most disadvantaged children and their families in our communities, based on the foundation stones of **unconditional positive regard** (person centred, empathy, compassion, care), **flourishing** (high expectations, purpose and fulfilment; pushing forward, emerging, transforming and achieving), **social justice** and **community**.

At Alternative Learning Trust we work with students who are all from challenging backgrounds and have unmet needs. All of our schools develop individualised programmes of assessment, support and learning for the children and families we serve.

We acknowledge that all of our students have SEND. Our job is to assess what needs are preventing young people from being 'included' in learning, life and community.

As a Trust, we totally embrace the 2014 SEND Act and Code.

Principles underlying the Code:

The 0-25 SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- taking into account the views of children, young people and their families
- enabling children, young people and their parents to participate in decision-making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

We will do this through working in partnership with all agencies and adults surrounding a child and the family.

We will:

- Welcome and care
- Value and include
- Communicate
- Work in partnership
- Trust

Alternative Learning Trust has detailed bespoke policies in each of its schools, which take account of the Code and local arrangements and support.



Person responsible for updating this document:

CEO/Executive Principal