SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY 2025–2026

Organisation: Manchester Top Team Youth Project (MTTYP) – Alternative Provision

Reviewed: 1 September 2025 | **Next Review:** 1 September 2026

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1. Statement of Intent

MTTYP is committed to offering an inclusive, supportive, and highly personalized Alternative Provision (AP) environment for all young people, including those with Special Educational Needs and Disabilities (SEND).

We believe that every learner—regardless of learning difficulty, neurodivergence, emotional complexity, or disability—has the right to accessible, high-quality education, mentoring, and practical training that enables them to achieve fulfilling outcomes.

Our practice complies fully with:

- *Children and Families Act 2014 (Part 3)*
- *Special Educational Needs and Disability Code of Practice: 0 to 25 years*
- *Equality Act 2010 (Schedule 10 & Public Sector Equality Duty)*
- *Keeping Children Safe in Education (KCSIE)*

2. Objectives & Inclusive Ethos

- Ensure early identification, baseline assessment, and personalized support planning for all pupils with SEND entering MTTYP.
- Align 1:1 educational mentoring, coaching, and practical delivery directly with outcomes specified in pupils' **Education, Health and Care Plans (EHCPs)** or SEN Support plans.
- Provide reasonable adjustments, adaptive teaching techniques, and low-arousal learning environments to eliminate barriers to learning.
- Maintain active, termly collaborative partnerships with commissioning schools' SENCOs, parents/carers, local authorities, and health/social care specialists.

3. Areas of Need Covered

MTTYP provides tailored support across all four broad areas of need outlined in the SEND Code of Practice:

1. **Communication and Interaction:** Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASC).
2. **Cognition and Learning:** Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD e.g., Dyslexia, Dyscalculia).
3. **Social, Emotional and Mental Health (SEMH):** Trauma, attachment needs, ADHD, anxiety, depression, and social disengagement.
4. **Sensory and Physical Needs:** Visual/hearing impairment, sensory processing differences, and physical disabilities.

4. EHCP Alignment & Individual Provision Planning

Every student referred to MTTYP with an EHCP or designated SEND profile undergoes a structured onboarding process:

Step 1: Onboarding EHCP Review
├── Review statutory EHCP outcomes from commissioning school
└── Complete baseline learning style and sensory audit

Step 2: Individual Mentoring & Learning Plan (IMLP)
├── Map 1:1 session targets directly to EHCP Section E outcomes
└── Agree reasonable adjustments (sensory breaks, visual schedules, low-arousal spaces)

Step 3: Delivery & Adaptive Practice
└── Execute tailored 1:1 and practical sessions with regular mentor monitoring

Step 4: Termly SENCO Progress Review
├── Collate quantitative and qualitative progress data against EHCP targets
└── Submit formal report and attend commissioning school Annual/Termly Review

4.1 EHCP Target Mapping

Within 5 working days of admission, MTTYP staff map the learner's 1:1 educational mentoring targets directly to the long-term and short-term outcomes detailed in **Section E of their EHCP**.

4.2 Reasonable Adjustments & Adaptive Delivery

Mentors adapt session delivery using:

- Chunked instruction, visual task boards, and reduced verbal processing loads.
- Flexible scheduling, movement breaks, and sensory regulation strategies.
- Practical, kinesthetic coaching and project-based learning suited to individual strengths.

5. Termly Reviews & Commissioning School Collaboration

- **Termly Progress Reports:** MTTYP produces a comprehensive **Termly SEND Progress Summary** for every learner, evaluating progress against EHCP/SEN targets, attendance, emotional regulation, and skill acquisition.

- **SENCO Review Meetings:** MTTYP staff meet termly with the **Commissioning School SENCO** to review target attainment, adjust intervention strategies, and update risk assessments.
- **EHCP Annual Reviews:** MTTYP actively contributes written evidence and attends statutory **Annual Review meetings** convened by the commissioning school or Local Authority.

6. Voice of the Learner & Parent Partnership

- **Pupil Voice:** Young people are actively involved in co-designing their learning goals, expressing their preferences, and reflecting on their progress during 1:1 mentoring sessions.
- **Parent/Carer Engagement:** MTTYP maintains regular, transparent communication with parents/carers, ensuring that strategies used at provision complement home routines and specialist advice.

7. Staff Training & Quality Assurance

- All staff receive ongoing professional development in trauma-informed practice, neurodiversity awareness (ASC/ADHD), de-escalation, and SEND adaptive teaching strategies.
- The DSL and management team regularly audit session plans, delivery, and target tracking to ensure high standards of inclusive practice.