RESET AP – SEND Policy

Start Date: 2nd September **2026 Review Date:** 2nd September **2027 Policy Owner: Karen Birch, C/O RESET AP**

1. Vision and Values

RESET AP is committed to providing a nurturing, inclusive, and aspirational learning environment for all students, particularly those facing barriers to mainstream education due to Social, Emotional and Mental Health (SEMH) needs, neurodiversity, trauma, or other complex challenges.

We believe every learner deserves access to high-quality, personalised education that promotes confidence, resilience, emotional regulation, and long-term success. Our provision is built on trust, empathy, and a trauma-informed approach that recognises the individuality of every young person.

2. Policy Statement

This SEND Policy outlines RESET AP's approach to identifying, assessing, and supporting students with Special Educational Needs and Disabilities (SEND).

The policy ensures compliance with:

- **Children and Families Act 2014**
- **SEND Code of Practice (2015)**

- **Equality Act 2010**
- **Local Authority SEND procedures (Manchester City Council / EOTAS)**

RESET AP provides bespoke SEMH support packages designed to remove barriers to learning and enable students to thrive academically, socially, and emotionally.

3. Aims

RESET AP aims to:

- Ensure early identification of SEND needs through robust assessment and observation.
- Provide personalised, trauma-informed interventions that promote measurable progress.
- Deliver a flexible curriculum that adapts to individual needs, interests, and emotional readiness.
- Work collaboratively with families, schools, external agencies, and local authorities.
- Maintain high expectations for all learners while respecting their pace, capacity, and wellbeing.
- Promote inclusion, equality, and positive mental health across all aspects of provision.
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4. Definition of SEND

A student is identified as having SEND if they have a learning difficulty or disability that requires special educational provision beyond what is typically offered. This includes:

- Significantly greater difficulty in learning than peers.
- A disability that prevents or hinders access to mainstream educational facilities.
- Emotional or mental health needs that significantly impact engagement, attendance, or learning.

RESET AP recognises that SEND and SEMH needs often overlap and require sensitive, holistic support.

Identification and Assessment

RESET AP follows a **graduated response model**:

Stage 1 – Initial Concern Raised by staff, parents/carers, schools, or external professionals.

Stage 2 – Observation & Screening

- Baseline assessments
- SDQ (student and parent versions)
- Wellbeing conversations
- Functional Skills BKSB diagnostics
- Engagement profiling

Stage 3 – SEN Support Plan Developed with SMART targets focusing on SEMH, communication, academic readiness, and personal development.

Stage 4 – Review & Adjust

- Six-weekly reviews
- Parent/carer feedback
- Student voice
- Multi-agency input where required

6. Types of Need Supported

RESET AP supports a wide range of SEND needs, including:

- **SEMH (primary specialism)**
- **Autism Spectrum Condition (ASC)**
- **ADHD / ADD**
- **Speech, Language and Communication Needs (SLCN)**
- **Specific Learning Difficulties**
- **Sensory and Physical Needs**
- **School avoidance / emotionally based school avoidance (EBSA)**

Many students at RESET AP present with complex, overlapping needs requiring flexible, trauma-informed intervention.

7. Provision and Support

RESET AP provides a bespoke, layered support model including:

- 1:1 mentoring
- Walking/talking therapy
- Drawing/talking therapy
- Emotional regulation strategies
- Confidence-building tasks
- Healthy relationships education
- Literacy and numeracy boosters
- Flexible timetables and home-based sessions
- Trauma-informed practice embedded across all interactions
- Access to external specialists:
    - Educational Psychologists
    - CAMHS
    - Speech and Language Therapy
    - Social care professionals

Provision is always delivered at the student's pace, respecting emotional readiness and daily capacity.

8. Partnerships

RESET AP works collaboratively with:

- **Parents/carers** – regular communication, shared SDQs, review meetings
- **Manchester City Council / EOTAS teams** – coordinated support and placement oversight
- **Health and social care professionals** – ensuring holistic, wraparound provision
- **Schools and academies** – reintegration planning where appropriate

Partnerships are central to ensuring consistency and stability for each young person.

9. Monitoring and Evaluation

SEND provision is monitored through:

- Six-weekly SEND Support Plan reviews
- Termly progress analysis (SEMH, academic, attendance, engagement)
- Annual SEND audit
- Student voice activities
- Parent/carer feedback
- Reporting to governors and local authority stakeholders

Data is used to refine provision, identify emerging needs, and ensure accountability.

10. Staff Roles and Responsibilities

Karen Birch – Strategic Lead (C/O RESET AP)

- Oversees SEND provision, policy implementation, and quality assurance.
- Ensures compliance with statutory guidance.
- Leads staff training and development.
- Coordinates multi-agency involvement.

SEMH Mentors

- Deliver 1:1 interventions and therapeutic support.
- Maintain weekly logs and progress notes.
- Implement SEND Support Plans and review targets.
- Safeguarding

Curriculum Staff

- Adapt learning materials to meet SEND needs.
- Deliver BKSB Functional Skills and academic boosters.

All Staff

- Uphold trauma-informed practice.
- Promote inclusion, safety, and emotional wellbeing.
- Report concerns promptly and professionally.

11. Safeguarding and SEND

SEND needs often intersect with safeguarding vulnerabilities. RESET AP ensures:

- Staff are trained to recognise SEND-related safeguarding risks.
- Concerns are reported immediately via safeguarding procedures.
- Students receive safe, consistent, and supportive care.
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12. Policy Review

This policy will be reviewed annually or sooner if required due to legislative changes, local authority updates, or emerging needs within the provision.

Next Review: 2nd September **2027**