

Evolution Education

Special Educational Needs and Disabilities (SEND) Policy (2026–2027)

1. Purpose of the Policy

Evolution Education is committed to ensuring that all students with Special Educational Needs and Disabilities (SEND) are supported to access education, make progress, and feel safe, included, and understood.

This policy outlines how Evolution Education identifies, supports, and reviews SEND provision in line with statutory guidance, Alternative Provision expectations, and our dual-rolled model.

This policy should be read alongside:

- Evolution Education Safeguarding & Child Protection Policy
- Behaviour for Learning Policy
- Attendance Policy
- Equality, Inclusion & Anti-Discrimination Policy

2. Statutory and Legal Framework

This policy is informed by and complies with:

- SEND Code of Practice (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- Keeping Children Safe in Education (KCSIE 2025)
- DfE Alternative Provision Guidance (2025)
- LBBD Alternative Provision Quality Standards

3. SEND at Evolution Education

Evolution Education is an Alternative Provision supporting students with a high prevalence of:

- Social, Emotional and Mental Health (SEMH) needs
- Autism Spectrum Condition (ASC)
- ADHD
- Anxiety-based school avoidance

- Trauma and attachment-related needs
- Learning difficulties

Many students arrive with **disrupted educational histories**, and some may not have formally identified SEND despite presenting with clear additional needs.

SEND support at Evolution Education is therefore **graduated, flexible, and responsive**, rather than label-driven.

4. Dual-Roll and Statutory Responsibility

All students attending Evolution Education remain **dual-rolled** with their parent (referring) school.

The **parent school retains statutory responsibility** for:

- SEND status and categorisation
- EHCP maintenance and annual review
- Educational outcomes and legal compliance

Evolution Education is responsible for:

- Day-to-day SEND support and adjustments
- Monitoring engagement, progress, and wellbeing
- Implementing strategies outlined in EHCPs and support plans
- Feeding back evidence to the parent school and Local Authority

5. Identification of SEND

SEND needs may be identified through:

- Referral documentation from parent schools
- EHCPs or SEND Support Plans
- Behavioural presentation and engagement patterns
- Thrive assessments
- Boxall-informed observations
- Attendance and emotional regulation indicators

Where SEND needs are emerging, Evolution Education works collaboratively with the parent school to ensure appropriate identification and next steps.

6. Graduated Approach to SEND Support

Evolution Education follows a **graduated approach** of:

Assess → Plan → Do → Review

Support strategies are reviewed regularly and adapted to reflect each student's needs, capacity, and progress.

7. SEND Support and Reasonable Adjustments

Reasonable adjustments may include:

- Adapted learning approaches
- Small-group or 1:1 teaching
- Flexible timetables
- Movement and regulation breaks
- Sensory adjustments
- Quiet or low-stimulus spaces
- Mentoring and key-worker support
- Behaviour scaffolding and structured routines

Adjustments are documented within:

- Student Passport
- Individual Education Plan (IEP), where applicable
- Reintegration Plan (KS3)
- Destination Plan (KS4)

8. Education, Curriculum and Pathways

Students with SEND access a personalised curriculum which may include:

- Tailored KS3 and KS4 learning
- Purple Ruler for core subjects
- AQA Unit Awards
- Vocational and pathway-based learning
- PSHE and wellbeing education
- Sports-based engagement and regulation

Curriculum pathways are designed to promote **confidence, engagement, and progression**, rather than comparison to age-related expectations alone.

9. Education, Health and Care Plans (EHCPs)

Where a student has an EHCP:

- Evolution Education implements strategies outlined in the plan

- Progress and engagement are monitored daily
- Evidence is shared with the parent school and Local Authority
- Annual reviews are attended and supported as required

Any concerns relating to EHCP provision are escalated to the parent school SENCo.

10. Safeguarding and SEND

Students with SEND may be more vulnerable to safeguarding risks.

Evolution Education recognises the link between SEND, behaviour, attendance, emotional wellbeing, and safeguarding.

Safeguarding concerns are managed in line with the Safeguarding & Child Protection Policy and escalated appropriately.

11. Working with Parents, Schools and Professionals

Evolution Education works collaboratively with:

- Parents and carers
- Parent schools and SENCOs
- Local Authority SEND teams
- Educational psychologists
- CAMHS and Early Help services
- Other relevant professionals

Communication is clear, consistent, and focused on the best interests of the student.

12. Training and Staff Expertise

All staff receive training in:

- Safeguarding (Level 3)
- SEMH and trauma-informed practice
- SEND awareness
- De-escalation and behaviour support
- Autism-informed strategies

Training is reviewed regularly to ensure staff are confident and competent in supporting SEND learners.

13. Complaints and SEND Concerns

Concerns relating to SEND provision should initially be raised with the Centre Manager.

Formal complaints should be submitted in writing to:

admin@evolution-sportsgroup.com

or

info@evolution-sportsgroup.com

All complaints are managed in line with the Evolution Education Complaints Policy.

14. Monitoring and Review

This policy is reviewed annually to ensure compliance with statutory guidance and Alternative Provision best practice.

Oversight is provided by:

- Chief Executive Officer (DSL)
- Centre Manager (Deputy DSL)
- Mayesbrook Park School (governance oversight)
- London Borough of Barking and Dagenham (AP monitoring)

Last Reviewed: January 2026

Next Review Due: January 2027

Approved by:

Evolution Education Senior Leadership Team