# Special Educational Needs and Disabilities (SEND) Policy

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| | Keeping Children Safe in Education 2026 (KCSIE)<br>Working Together to Safeguard Children (2023)<br>Alternative Provision Statutory Guidance |

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## Version History

| Version | Date | Changes Made | Changed By | Approved By |
|---|---|---|---|---|
| 1.00 | 01.09.2022 | Original approved version. | SENDCo | Trustees |
| 2.00 | 01.09.2023 | Annual review completed. Minor amendments to SEND provision, roles and responsibilities, and statutory references. | SENDCo | Trustees |
| 3.00 | 01.09.2024 | Annual review completed. Clarified SEND support processes, learner support arrangements and EHCP procedures. | SENDCo | Trustees |
| 4.00 | 01.09.2025 | Annual review completed. Updated statutory guidance references and strengthened SEND provision arrangements. | SENDCo | Trustees |
| 5.00 | 03.11.2026 | Annual review completed. Legislative updates (S3); SEND processes clarified (S11, S13); safeguarding strengthened (S17); governance and responsibilities updated (S6, S7, S22); minor amendments throughout. | SENDCo | Trustees |

## Contents Page


**The Context for Policies at Red Balloon of the Air (RBAir)** ..... 4

**Description of Learners** ..... 4

**The Delivery of Education at RBAir** ..... 4

**1. Purpose** ..... 5

**2. Scope** ..... 6

**3. Legislation and guidance** ..... 6

**4. Inclusion and equal opportunities** ..... 7

**5. Definitions** ..... 7

**5.1 Special Educational Needs** ..... 7

**5.2 Special educational provision** ..... 8

**5.3 Disability** ..... 8

**5.4 The Four Areas of Need** ..... 8

**6. Roles and responsibilities** ..... 9

**7. The Head of Centre** ..... 11

**a. Teachers** ..... 11

**8. Parent(s)/Carer(s)** ..... 12

**9. The Learner** ..... 13

**10. SEND Information Report** ..... 13

**11. Our Approach to SEND support** ..... 13

**12. The Graduated Approach to SEN support** ..... 14

**13.1 Assess** ..... 14

**13.2 Plan** ..... 15

**13.3 Do** ..... 15

**13.4 Review** ..... 15

**14. Evaluating the effectiveness of SEN provision** ..... 16

**15. Learner Voice** ..... 16

**16. Attendance** ..... 16

**17. Safeguarding** ..... 17

**18. Expertise and training of staff** ..... 17
**19. Links with External Professional Agencies** ..... 17
**20. Admission and Accessibility Arrangements** ..... 18
**21. Complaints about SEND provision (Please refer to the Complaints Policy)** ..... 18
**22. Monitoring and Evaluation Arrangements** ..... 19
**Appendix 1** ..... 20
**Appendix 2** ..... 21

# The Context for Policies at Red Balloon of the Air (RBAir)

## Description of Learners

Learners who come to RBAir experience, or have experienced, significant difficulties in managing their mental health. This commonly results from diagnosed conditions such as Autism, ADHD and other associated emotional and clinical issues. Access to education has generally been affected by a reduced capacity to self-regulate acute anxiety, manage environmental and social demands, and cope effectively with mainstream learning environments. Impact on academic progress and attendance has been considerable, and, in some cases, learners have not been in an education provision for ~~up to two~~ years.

At RBAir, we recognise that many Social, Emotional and Mental Health (SEMH) conditions and Special Educational Needs and Disabilities (SEND) are linked to experiences of trauma. Our approach is therefore underpinned by trauma-informed practice, ensuring our environment is safe, nurturing, and supports recovery and learning.

## The Delivery of Education at RBAir

In order to meet the full range of needs of our learners, RBAir adopts a multi-modal delivery method, combining both online and in-person approaches. This supports the process of re-engagement with learning and enables the young person to work at their own pace to access the most appropriate pathway to recovery.

RBAir aims to provide the following:

- **A safe and predictable environment**
  Whether online or in person, we establish routines and clear boundaries, reducing uncertainty and supporting learners to feel secure.
- **A 'relationships first' approach**
  All staff prioritise building strong, trusting relationships, recognising that positive connections are key to healing from trauma and developing confidence in learning.
- **A trauma-informed approach**
  All staff are trained to recognise that behaviour often communicates underlying emotional needs or trauma and therefore respond with empathy and curiosity, rather than with any punitive intent. De-escalation and restorative practice form the approaches to resolving any issues relating to behaviour, both online and in person.
- **Trained staff**
  Our team receives ongoing professional development for SEND, trauma-informed practice and equality and diversity objectives.
- **Personalised support**
  We develop individual support plans, which may include mentoring, counselling, and regular wellbeing check-ins, all tailored to each learner's needs.
- **Whole-provision culture**
  Trauma-informed values underpin our policies and daily practice, ensuring all learners feel valued, understood and safe.
- **An engaging and enriched curriculum**
  Whether online, ~~or~~ in person, or combined, the learning experience for young people is designed to be responsive, flexible and engaging, enabling learners to begin to appreciate the benefits of re-engaging with education.
- **Family and multi-agency involvement**
  We work closely with families and external professionals to ensure holistic, joined-up support for every learner.

## 1. Purpose

The purpose of this policy is to ensure that Red Balloon of the Air fully implements national legislation and guidance regarding learners with SEND in order to:

- effectively support and make provision for learners with Special Educational Needs and Disabilities (SEND);
- ensure that resources, and roles and responsibilities of staff are effectively organised to meet a range of complex needs;

- make sure our SEND provision is understood and implemented consistently by all staff;
- ensure that admissions and SEND monitoring processes provide the learner with the best opportunities to make progress against agreed outcomes;
- support learners with SEND to fulfil their aspirations and achieve their potential;
- support learners with SEND to become confident individuals living fulfilling lives;
- support learners with SEND to make a successful transition into adulthood;
- communicate with learners with SEND, and their parents or carers, and fully involve them in discussions and decisions about our support and provision.

## 2. Scope

This policy applies to all staff, learners, volunteers and visitors. It covers all activities that take place on RBAir premises, as well as off-site events and trips organised by the provision. Using the principles **Self-Determination Theory**, this policy aims to develop and encourage:

- Autonomy
- Competence
- Relatedness

## 3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out an educational institution's responsibilities for learners with SEND .
- The Special Educational Needs and Disability Regulations 2014, which set out Local Authorities' and educational institutions' responsibilities for Education, Health and Care (EHC) Plans, SEND Co-ordinators (SENDCos) and the Special Educational Needs (SEN) Information Report.

- The Equality Act 2010 (section 20), which sets out RBAir's duties to make reasonable adjustments for learners with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which sets out RBAir's responsibilities to eliminate discrimination, harassment and victimisation, and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who do not share it.
- Keeping Children Safe in Education (2026)
- Working Together to Safeguard Children (2023)
- Alternative Provision Statutory Guidance

RBAir will use its best endeavours to secure the special educational provision required by learners with SEND, in accordance with Section 66 of the Children and Families Act 2014

## 4. Inclusion and equal opportunities

At RBAir we strive to create an inclusive teaching environment that offers all learners, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all learners the chance to thrive and fulfil their aspirations.

RBAir recognises its anticipatory duty under the Equality Act 2010 to identify and remove barriers to participation for disabled learners. Reasonable adjustments may include adaptations to learning, assessment arrangements, attendance support, communication methods, policies, procedures and the physical environment.

## 5. Definitions

### 5.1 Special Educational Needs

A learner has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than most others of the same age; or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream education.

Many of the learners placed at RBAir have a Social, Emotional and Mental Health (SEMH) profile and a history of low attendance, school-based trauma and high levels of anxiety

which can be related to a neurodivergent profile. Most learners have an Education, Health and Care Plan (EHCP).

## 5.2 Special educational provision

This refers to educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream provisions.

## 5.3 Disability

Learners are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities (definition of disability under the Equality Act 2010).

RBAir will make reasonable adjustments for learners with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The duty to make reasonable adjustments applies to all aspects of school life, including teaching and learning, enrichment activities, educational visits, examinations, behaviour systems and communication with families.

## 5.4 The Four Areas of Need

The needs of learners with SEND are grouped into four broad areas. Learners can have needs that intersect more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the learner's particular area(s) of need, at the relevant time.

| Area of need | Definition |
|---|---|
| Communication and interaction | Learners with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.<br>Learners who are on the autism spectrum often have needs that fall in this category. |
| | Learners with learning difficulties usually learn at a slower pace than their peers.<br>A wide range of needs are grouped in this area, including: |

| | |
|---|---|
| Cognition and learning | • specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia ;<br>• moderate learning difficulties; severe learning difficulties;<br>• profound and multiple learning difficulties:<br>• learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Learners may have:<br>• mental health difficulties such as anxiety, depression or an eating disorder;<br>• Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder;<br>• suffered adverse childhood experiences.<br>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the learner becoming withdrawn or isolated. |
| Sensory and/or physical | Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided.<br>Learners may have:<br>• a sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment;<br>• a physical impairment.<br>These learners may need ongoing additional support and equipment to access all the opportunities available to their peers. |

## 6. Roles and responsibilities

**The SEND Team**

- Hannah Curry: Head of Centre
- Alison Bigglestone: SENDCo

- Pookie Russell: Head of Systems & Operations, Exams Access Arrangements Coordinator
- Liz Smart: Assistant Head

The SENDCo will hold, or be working towards, the mandatory SENDCo qualification in accordance with statutory requirements.
The SENDCo will work closely with the Head of Centre, and the SEND team, to ensure that Red Balloon of the Air commits to the School Improvement Plan and that all staff have awareness of and follow statutory frameworks.

The SENDCo will maintain and review the SEND Register at least termly and ensure that records are accurate, up to date and shared appropriately with relevant staff.

The SENDCo in a strategic role will:

- have day-to-day responsibility to implement SEND policy, to lead and manage the Review Cycle for all learners and coordinate any specific provisions for individual learners with SEN, including those with Education, Health and Care Plans (EHCPs);
- advise staff about SEND strategy and provision, and work closely with staff, parent(s)/carer(s) and local agencies;
- work with the Head of Centre and trustees to ensure that RBAir meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The SENDCo in an operational role, with the SEND team will:

- co-ordinate provision for learners with SEN and liaise with all relevant staff effectively to ensure that Learning Outcomes are understood and worked towards;
- liaise with the relevant Designated Teacher where a Looked After Child has SEN;
- advise on The Graduated Approach to providing SEN support;
- liaise with parent(s)/carer(s) of learners with SEN;
- liaise with other educational institutions, Educational Psychologists, health and social care professionals, and independent or voluntary bodies;
- act as a key point of contact with external agencies, especially the local authority and its support services;

- liaise with potential next providers of education to ensure a learner and their parent(s)/carer(s) are informed about their options and a smooth transition is planned;
- ensure that RBAir keeps the records of all learners with SEN up to date.

## 7. The Head of Centre

The Head of Centre will:

- ensure that the provision fulfils its statutory duty to use best endeavours to secure the special educational provision required by learners with SEND.
- have overall responsibility for, and awareness of, the provision for learners with SEND, and their progress;
- have responsibility for monitoring RBAir's funding allocated by the local authority to support individual learners;
- make sure that the SENDCo has enough time to carry out their duties;
- have an overview of the needs of the current cohort of learners on the SEND register;
- advise the LA when a learner needs an EHC needs assessment, or when an EHC plan needs an early review;
- with the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into RBAir's plan for continuous professional development;
- with the SENDCo, regularly review and evaluate the breadth and impact of the SEND support RBAir offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- with the SENDCo and teaching staff, identify any patterns in RBAir's identification of SEN, both internally and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

### a. Teachers

Each teacher at Red Balloon of the Air is responsible for:

- planning and providing high-quality teaching that is targeted to meet learner needs through The Graduated Approach;

- the progress and development of every learner in their class;
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to teaching;
- working with the SENDCo to review each learner's progress and development, and decide on any changes to provision;
- ensuring they follow this SEND policy and the SEND Information Report;
- communicating with parent(s)/carer(s) regularly to:
    - set clear outcomes and review progress towards them;
    - discuss the activities and support that will help achieve the set outcomes;
    - identify the responsibilities of the parent(s)/carer(s), the learner and RBAir;
    - listen to the parents'/carers' concerns and agree their aspirations for the learner.

## 8. Parent(s)/Carer(s)

Parents or carers should inform RBAir if they have any concerns about their child's progress or development.

Parents or carers of a learner on the SEND register will always be given the opportunity to provide information and express their views about the learner's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- asked to provide information about the impact of SEN support outside RBAir and any changes in the learner's needs;
- given the opportunity to share their concerns and, with RBAir staff, agree their aspirations for the learner;
- given a termly report on the learner's progress;
- invited to participate in the formulation of the Review of the EHCP, the contents of the Individual Provision Plan (IPP) and the progress of the academic programme.

RBAir will take into account the views of the parent(s)/carer(s) in any decisions made about the learner.

## 9. The Learner

Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the learner:

- explaining what their strengths and difficulties are;
- contributing to setting targets or outcomes;
- attending review meetings;
- giving feedback on the effectiveness of interventions.

The learner's views will be taken into account in making decisions that affect them, whenever possible.

## 10. SEND Information Report

Red Balloon of the Air publishes a SEND information report on its website, which sets out how this policy is implemented.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 11. Our Approach to SEND support

We will assess each learner's current skills and levels of attainment when they start at RBAir via our Baseline 10 assessment procedure. This will build on information from previous settings and key stages, where appropriate. We will also consider any evidence that the learner may have a special education need or disability and if so, what reasonable adjustments RBAir may need to make.

Learners may be identified as requiring SEND support through information provided by previous schools, EHCP documentation, baseline assessments, professional reports, staff observations, attendance information, learner voice, parental concerns and referrals from external agencies.

The SEND Register is maintained by the SENDCo and reviewed termly as part of the graduated approach to SEND support.

Teachers will regularly assess the progress of all learners and identify any whose progress may be in question. This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a learner is making slow progress, they will target the learner's area of weakness with, high quality-first teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the learner's parents or carers, consider consulting an external specialist.

When deciding whether the learner needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parent(s)/carer(s). We will use this to determine the support that is needed and whether we can provide it by adapting our core offer (English, maths, mentoring, therapy and a 'community' session), or whether something different or additional is needed.

## 12. The Graduated Approach to SEN support

Red Balloon of the Air will take action to remove any barriers to learning and put effective provision in place. This support will be delivered through successive rounds of a four-part cycle known as 'The Graduated Approach'.

At Red Balloon of the Air, the Review Cycle for SEND is a continuous process to which all staff contribute and plan for across the academic year (Appendix 1). Roles and responsibilities are clearly defined, and the points of review are set to complement the reporting procedures in place for assessing progress in learners. At three points in the year the learning plan for the learner will be reviewed and adapted in order to respond to changing needs and views of the individual. The review process begins as soon as a learner is admitted to Red Balloon of the Air as follows:

### 13.1 Assess

On admission a learner's needs will be assessed by the SEND Team where an up-to-date Individual Provision Plan (IPP*) will be formulated based on information gleaned during the process of admission, a thorough appraisal of the EHCP, and through relationship building with the learner and their family. All learners will receive an IPP in relation to the provision offer agreed on admission, which will be presided over by the SEND team.

**Please see Appendix 2 for the Model IPP*

## 13.2 Plan

In consultation with the parent(s)/carer(s) and the learner, the teacher, Link Mentor and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes and a clear date for review.

All staff who work with the learner will be made aware of the learner's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Arbor, and will be made accessible to staff in the Individual Provision Plan (IPP).

Parent(s)/carer(s) will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

## 13.3 Do

The IPP will be shared with all staff, and responsibility will be designated to those working closely with the learner and family for working towards the outcomes set over the course of a term; these staff will be expected to note progress against those outcomes. Each learner's Link Mentor will use the IPP as their primary document to monitor and report progress on outcomes linked to the learner's EHCP or outcomes identified on point of admission. This will be done in conjunction with the learner, where possible, in order to support the prominence of the learner's voice. The SEND team will monitor the quality of the IPP and will update or change where necessary for the following term.

The SENDCo will support teachers in further assessing the learner's particular strengths and weaknesses, in problem solving, and advising on how to implement support effectively.

## 13.4 Review

The effectiveness of the support and interventions, and their impact on the learner's progress, will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- the views of the parent(s)/carer(s) and learners;
- the level of progress the learner has made towards their outcomes;
- the views of teaching staff who work with the learner.

The teacher and the SENDCo will revise the outcomes and support considering the learner's progress and development, and in consultation with the learner and their parent(s)/carer(s).

The IPP will form the foundation for the Review of the EHCP at the end of a year's cycle, wherever that falls for a learner.

Reviews will be held across the year; however, all transition reviews, i.e. those in Year 11 and Year 13, will be held before the end of the Autumn 2 term. All Education, Health and Care Plans (EHCPs) will be reviewed at least annually in accordance with statutory requirements. Where there is a significant change in need, placement or provision, an early review may be requested. Transition reviews will be undertaken within statutory timescales and in consultation with the learner, parents/carers and relevant professionals.

## 14. Evaluating the effectiveness of SEN provision

RBAir will evaluate the effectiveness of provision for learners with SEN by:

- tracking learners' progress,
- carrying out the review stage of the graduated approach in every cycle of SEN support;
- monitoring by the Head of Centre, Assistant Head of Centre, and SENDCo,
- holding annual reviews for learners with EHC Plans;
- getting feedback from the learner and their parent(s)/carer(s).

## 15. Learner Voice

A core element of Red Balloon of the Air practice is to work with learners to develop their decision-making skills and sense of personal agency. We aim to provide conditions where a learner feels enabled to express their opinions, wishes and needs. Learners can feel disempowered if they have been in a dysfunctional situation in previous schools. Fully qualified therapists can form part of the programme to focus on the development of the learner and strengthen their voice.

## 16. Attendance

Many learners with SEND face complex barriers to attendance. Their right to an education is the same as any other learner and therefore the attendance ambition for these learners is the same as it is for any other learner. However, they may need additional support.

Our approach to supporting learners who are absent from school due to their SEND is set out in our Attendance Policy.

## 17. Safeguarding

We recognise that learners with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

Learners with SEND may be at increased risk of bullying, online abuse, child-on-child abuse, exploitation, inappropriate restraint, isolation, discrimination and mental health difficulties. Staff will be mindful of communication barriers that may affect a learner's ability to recognise concerns, disclose abuse or access support.

Reasonable adjustments will be made where necessary to ensure safeguarding procedures remain accessible and effective for all learners.

For more details of the pastoral support we offer learners with SEND, and the support we provide to help learners overcome any communication barriers they face, see our Safeguarding and Child Protection Policy.

## 18. Expertise and training of staff

Training will regularly be provided to staff across the year to inform their practice. The Head of Centre and the SENDCo will continuously monitor to identify staff who have specific training needs and will incorporate this into RBAir's plan for continuous professional development.

All staff will receive appropriate induction and ongoing professional development in SEND, trauma-informed practice, safeguarding, equality and inclusion.

## 19. Links with External Professional Agencies

Red Balloon of the Air recognises that it won't be able to meet all the needs of every learner. The SEND Team will signpost or refer where possible to the following:

- Speech and Language Therapists;
- Occupational Therapists, Speech and Language Therapists or Physiotherapists;
- General Practitioners or Paediatricians;
- Child and Adolescent Mental Health Services (CAMHS);

- Social Services.

## 20. Admission and Accessibility Arrangements

Please refer to the following RBAir policies:

- Admissions Policy
- Accessibility Plan
- The Exams Policy Directory including Access Arrangements for Examinations
- SEND Information Report

## 21. Complaints about SEND provision (Please refer to the Complaints Policy)

Where parent(s)/carer(s) have concerns about RBAir's SEND provision, they should first raise their concerns informally with their Link Mentor. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parent(s)/carer(s) are welcome to submit their complaint formally.

Formal complaints about SEND provision at RBAir should be made to the SENDCo in the first instance. They will be handled in line with RBAir's Complaints Policy.

If the parent(s) or carer(s) is/are not satisfied with RBAir's response, they can escalate the complaint. In some circumstances, this right also applies to the learner themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in Cambridge and surrounding areas, please refer to the Local Offer as follows:

Cambridgeshire Online | About the Local Offer

Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer

SEND Information Hub (Local Offer) | Peterborough City Council

The Hertfordshire SEND Local Offer

Home - Suffolk SEND Local Offer

Bedford Local Offer

## 22. Monitoring and Evaluation Arrangements

**Evaluating the effectiveness of the policy**

RBAir is continuously exploring ways to improve its SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- all staff's awareness of learners with SEND at the start of the autumn term;
- learners' progress and attainment once they have been identified as having SEND;
- whether learners with SEND feel safe, valued and included in the RBAir community;
- comments and feedback from learners and their parent(s)/carer(s).

Trustees will receive appropriate information regarding SEND provision, outcomes, attendance, wellbeing, EHCP compliance and complaints to enable effective oversight of SEND provision across RBAir.

**Monitoring the policy**

This policy will be reviewed by the SEND Team annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the RBET Trustees.

# Appendix 1

RBAIR Assess, Plan Do, Review (APDR)
SEND Monitoring and Review Cycle

| | |
|---|---|
| 1 | Once the Admissions Panel agrees to offer a place and funding is confirmed, an **Individual Provision Plan (IPP)** is formulated in draft form by the SEND Team. Information is taken from Admissions information and the learner's EHCP (if they have one). |
| ⇓ | |
| 2 | Once the learner is onboard, the allocated Mentor visits the learner at home before any academic provision starts. An **Initial Team around the Young Person Meeting (TAYP Mtg)** is held and the mentor feeds back to the **TAYP,** updating as necessary on their academic and pastoral needs. |
| ⇓ | |
| 3 | After the **TAYP mtg,** the learner's Mentor**,** with support from the SENDCo, assesses the current level of needs in relation to the existing EHCP and / or previous SEN support, and adds short term aims to the draft **IPP,** with timescales to achieve. |
| ⇓ | |
| 4 | Before the learner commences sessions, a **Risk Management Plan (RMP)** is drawn up by the Mentor with the learner and their family, liaising as necessary with the SEND Team. Information is gleaned from the EHCP (if they have one) along with information provided at the **TAYP mtg**. If the learner is to access face-to-face provision, the Mentor will meet with the learner on their first visit to the centre to conduct the necessary health and safety induction and complete a **PEEP (Personal Evacuation Plan)** and an **IHP (Individual Healthcare Plan)** if necessary. |
| ⇓ | |
| 5 | During the learner's first 6 weeks the Mentor will gain further insights from the **First Term Catch up (FTCU)** and the **Baseline 10,** that will then be used to enhance and refine the content of the draft **IPP.** The Mentor and the SEND team will collaborate and check the content and amend the draft **IPP** as appropriate before sharing with parents and the learner.<br>This will then become the 1st finalised version of the **IPP** for that school year. |
| ⇓ | |
| 6 | **The IPP and RMP Review**<br><br>Mentors will complete a review of the **IPP** and the **RMP** at **3 points in the year**:<br>The first being early December, then the end of March and the end of June<br>(should learners join at times other than the beginning of the academic year,<br>the cycle will start at the next relevant review point). |
| | The **Review** will involve evaluating the progress of the learner against each outcome on the **IPP** - whether they remain in progress or have been achieved, altered or delayed. New short-term aims are identified along with any necessary support, and the APDR cycle continues. Any substantial changes that are made by the mentor will be highlighted and discussed with the SENDCo. Should additional reviews be needed, supplemental **TAYP** mtgs may be held. |
| | Mentors will also review the **RMP** at the **Review,** ensuring that any necessary PEEP (Personal Evacuation Plan) or IHP (Individual Healthcare Plan) is in place and up to date. |

# Appendix 2

RedBalloon Educational Trust — Red Balloon of the Air

## Individual Provision Plan

| | | | |
|---|---|---|---|
| **Name of Student:** | | **Year Group (26/27):** | |
| **Local Authority:** | | **SENDCo:** | Alison Bigglestone |
| **Link Mentor:** | | **Date of Enrolment:** | |
| **SEN Summary:** | | | |

**Individual Provision Plan: Red Balloon of the Air**
**2026 / 2027**

**Meeting the young person's Special Educational Needs: Resource Allocation and Provision**
Resources have been strategically deployed to support this young person's special educational needs through a multi-modal approach:

**Academic Support**
- Differentiated teacher-led provision tailored to the learning needs and developmental stage
- Adapted curriculum materials and teaching approaches to ensure accessibility

**Pastoral and Wellbeing Support**
- 1:1 mentoring sessions focused on engagement, emotional regulation, and wellbeing
- Regular check-ins to monitor progress and address emerging needs

**Technology and Specialist Resources**
- ICT equipment and assistive technology to enable accessible, independent learning
- Specialist resources matched to the specific learning requirements

**Social and Community Integration**
- Structured small-group sessions to develop social communication skills
- Community-based learning opportunities to support re-engagement with education
- Peer interaction in supported settings to build confidence and relationships

**Responsive and Flexible Approach**
- Ongoing monitoring and review of provision effectiveness
- Regular adjustments to interventions based on progress and changing needs
- Collaborative planning between staff to ensure consistency and continuity

This personalised package of support ensures the young person can access learning effectively whilst developing the skills, confidence, and engagement needed for successful educational outcomes.

| Overview of Current Situation | |
|---|---|
| **WHAT IS GOING WELL?** | **WHAT ARE AREAS THAT COULD BE IMPROVED?** |
| | |

| Preparation for Adulthood (PFA) Aims | |
|---|---|
| **AIM**<br>**For example. "I aim to be able to travel independently"** | **PROGRESS**<br>**For example: "I travelled by bus with my mentor from Willow Lodge to Cambridge City Centre 01.09.2026** |
| **1.** | |

| | |
|---|---|
| 2. | |
| 3. | |

| Future Plans | | |
|---|---|---|
| SHORT TERM | MEDIUM TERM | LONG TERM |
| | | |

## Provision Map

| Outcomes (EHCP) | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 | Outcome 6 |
|---|---|---|---|---|---|---|
| Links to the PFA* Framework | | | | | | |
| *PFA Framework: 1. Education/ Employment / Training 2. Community / Social Inclusion 3. Independent Living 4. Healthy Choices | | | | | | |
| *Short Term Aims (1)* | | | | | | |
| Review (1) | | | | | | |
| December 2026 | | | | | | |
| *Short Term Aims (2)* | | | | | | |
| *Review (2) March 2027* | | | | | | |
| Short Term Aims (3) | | | | | | |
| Review (3) June 2027 | | | | | | |