



Hazelwood Arc Alternative Provision

Special Needs Policy

Approved by: Sophie Scott

Date: __ 1.9.26 _____

1. Introductory Statement & Aims

Hazelwood Arc Alternative Provision is committed to providing a safe, supportive, and inclusive learning environment for children and young people with special educational needs and disabilities (SEND). Our core purpose is to re-engage learners in education and provide tailored pathways into training or employment.

We aim to:

- Ensure all students with SEND have equal access to high-quality education and support.
- Address individual learning, social, emotional, and behavioural needs.
- Prepare students for successful reintegration into mainstream education or progression into further education, training, or employment.
- Work in close partnership with parents, carers, home schools, and external agencies to achieve the best outcomes.

2. Referral Process & Admission

- Referrals to Hazelwood Arc are made by **schools, local authorities, or other professional agencies** in accordance with statutory guidance.
- We cater for children and young people across the full age range: **Early Years Foundation Stage (EYFS), Primary, Secondary, and Post-16.**
- Students referred to Hazelwood Arc are typically those who have faced barriers in mainstream settings due to social, emotional, behavioural, or learning needs, including those with Education, Health and Care Plans (EHCPs) or additional SEND support needs.
- Each referral is carefully considered to ensure Hazelwood Arc can meet the student's needs effectively.

3. Needs Identification & Assessment

- Hazelwood Arc works directly from the **documentation provided by schools and local authorities** (including EHCPs, personal support plans, and other relevant reports).
- EHCP targets are **broken down into smaller, achievable steps** which form the basis of day-to-day teaching and support.
- Progress towards these targets is reviewed **termly**, with written progress reports shared with parents, schools, and relevant professionals.
- A member of the Hazelwood team attends **annual EHCP reviews** to provide feedback and contribute to planning.
- **Daily record sheets** are completed for each student to monitor learning, behaviour, and needs, ensuring timely communication and adjustments to support.
- Readiness to return to mainstream education is determined through progress against EHCP targets, improved engagement, and consultation with the home school, parents, and external partners.

4. Support Planning & Objectives

- Hazelwood Arc does not create separate ISPs but instead follows the **targets and strategies set within EHCPs, school-based support plans, and referral information.**
- These are broken down into manageable objectives which are monitored on a daily basis and reviewed termly.
- Objectives focus on:
 - Academic progress
 - Social and emotional development
 - Behavioural and well-being support

- Reintegration targets where appropriate
- Longer-term aspirations (e.g., further education, training, employment)

5. Roles & Responsibilities

- **Hazelwood Arc Alternative Provision:** Deliver tailored teaching and support, monitor daily progress, complete progress reports, liaise with stakeholders, and safeguard student well-being.
- **Home School:** Retain responsibility for overall educational oversight (if the student remains on roll) and collaborate on reintegration plans.
- **Parents/Carers:** Support attendance, engagement, and contribute to reviews and planning.
- **Student:** Actively participate in their own learning journey, contributing to goal-setting and reflection.
- **External Agencies:** Provide specialist input (e.g., educational psychology, health services, social care) to meet complex needs.

6. Collaboration & Communication

- Hazelwood Arc values strong, transparent communication with all stakeholders.
- Regular updates are provided through **daily records, termly progress reports, and review meetings.**
- **Progress reviews are held at least once per term**, involving the student, parents, home school, and other relevant professionals.
- A Hazelwood representative attends **annual EHCP reviews** to provide accurate updates on student progress.
- Open dialogue with all partners ensures a consistent and joined-up approach.

7. Transition & Next Steps

- Transition planning begins early, based on information from EHCPs and school referrals.
- Where reintegration into mainstream education is appropriate, Hazelwood Arc works closely with the home school to create a phased and supported plan.
- For post-16 learners, advice and support are provided to access **further education, apprenticeships, training, or employment pathways.**
- We prioritise smooth, positive transitions by ensuring students are supported to achieve their aspirations and succeed in their next steps.