

TRAINING CAVE



Policy Title	SEND & Additional Needs Policy
Version	2.0
Original Effective Date	23.01.2026
Current Issues & Review Date	15.09.2026
Next Review Date	15.09.2027
Approved By	Jack Sunderland Director Training Cave Club Ltd

1. Purpose

Training Cave Club Ltd provides independent alternative provision through boxing, physical activity, mentoring and related learning. Many learners may have special educational needs and disabilities, social emotional and mental health needs, medical needs or other barriers to participation. We will understand each learner's needs before placement, agree the support we can provide and review whether the placement remains suitable.

This policy explains how we work with learners, parents and carers, referring schools, local authorities and professionals. It covers referrals, reasonable adjustments, individual planning, delivery, progress reviews, safeguarding and transitions.

2. Status and Scope

Training Cave is an independent provider and boxing gym, not a school. We do not replace the referring school's special educational needs coordinator, diagnose SEND, maintain education health and care plans, or take over a school or local authority's statutory duties. Our role is to deliver the agreed part of a learner's programme and provide accurate information for reviews and decisions.

This policy applies to:

- Children and young people referred to or attending Training Cave's alternative provision;
- Staff, coaches, tutors, mentors, volunteers and contractors involved in delivery; and
- Parents, carers, commissioners and professionals working with Training Cave on a placement.

The Equality Diversity and Inclusion Policy applies across the whole organisation, including gym services and employment. This policy gives additional detail about SEND and learner support within alternative provision.

3. Legal and Guidance Framework

This policy is informed by:

- The Children and Families Act 2014;
- The Equality Act 2010 and its applicable service-provider duties, including reasonable adjustments;
- The Special educational needs and disability code of practice: 0 to 25 years;
- Department for Education guidance on arranging alternative provision;
- Keeping Children Safe in Education and Working Together to Safeguard Children, where relevant to commissioned placements; and
- Applicable data protection, health and safety and human rights law.

The SEND Code of Practice is statutory guidance for the bodies specified in legislation, including local authorities and certain educational institutions. Training Cave uses its principles as relevant good practice and works with commissioners that retain their own legal duties.

4. Principles

Training Cave will:

- Put the learner's safety, needs, strengths, views and agreed outcomes at the centre of planning;
- Avoid assumptions based on a diagnosis, label or previous behaviour;
- Consider reasonable adjustments and accessible ways to participate;
- Set out clearly what Training Cave can and cannot provide;
- Work with the commissioner and parent or carer when needs or risks change; and
- Use evidence from attendance, engagement, progress and wellbeing to review support.

5. Understanding SEND and Additional Needs

A learner may have a learning difficulty or disability that calls for special educational provision. Needs may be identified before referral or may become clearer during a placement. The absence of a diagnosis or education health and care plan does not prevent Training Cave from considering support.

Needs may relate to one or more broad areas:

- Communication and interaction;
- Cognition and learning;
- Social emotional and mental health; and
- Sensory or physical needs.

These areas help staff consider support but do not describe the whole learner.

Difficulties with attendance, behaviour or engagement may indicate an unmet need, a safeguarding concern, trauma, anxiety, a medical issue or another barrier. Staff will record what they observe and refer concerns rather than attempting to diagnose the cause.

6. Responsibilities

6.1 Director and management

- Approve and review this policy and ensure that it reflects the provision offered;
- Decide who coordinates SEND and additional-needs arrangements in day-to-day practice;
- Ensure staff have suitable information, supervision and training;

- Oversee suitability decisions, significant changes and unresolved concerns; and
- Make sure agreed actions are recorded and completed.

A person nominated to coordinate these arrangements is not described as Training Cave's statutory SENCO. The referring school or relevant institution retains its own SENCO responsibilities.

6.2 Staff coaches tutors mentors and volunteers

- Read the information needed to support each learner safely;
- Follow agreed support, healthcare and risk-management arrangements;
- Adapt instruction and coaching within their competence;
- Record progress, concerns and changes in need; and
- Share information promptly with the responsible manager and Designated Safeguarding Lead where appropriate.

6.3 Referring school or local authority

The commissioner is expected to:

- Provide complete and current information before placement;
- Confirm the intended outcomes, timetable, review arrangements and named contacts;
- Retain oversight of education, attendance, safeguarding and statutory SEND duties;
- Ensure that provision in an education health and care plan continues to be delivered by the responsible parties; and
- Respond promptly when Training Cave reports a change, concern or possible need for review.

7. Referral and suitability assessment

Training Cave will assess each referral individually. Acceptance is based on whether the proposed programme is suitable, safe and within our staffing, environment, competence and registration status. A diagnosis or protected characteristic will not be used as a blanket reason to refuse a placement.

The commissioner should provide, where relevant:

- The learner's strengths, interests, views, needs and intended outcomes;
- SEND status and the current education health and care plan or SEN support information;
- Communication, literacy, sensory, mobility and personal-care needs;
- Medical information, medication arrangements and individual healthcare plans;
- Safeguarding, behaviour, attendance and risk information;
- Known triggers, effective strategies and reasonable adjustments; and
- Professional reports or existing plans needed to understand the placement.

Training Cave may request further information, a planning meeting, a visit or an individual risk assessment before making a decision. If essential information is missing, the placement will not start until safe arrangements can be agreed.

Training Cave and the commissioner must ensure that the pattern of provision remains lawful. Training Cave will not accept or continue an arrangement that would require it to register as an independent school unless that registration is in place.

8. Education Health and Care Plans

The local authority maintains an education health and care plan. Where a learner has a plan, the commissioner must involve the responsible local authority when required and provide Training Cave with the parts needed to understand the learner's needs, outcomes, provision and risks.

The written placement agreement will identify which outcomes or elements of support Training Cave is expected and able to contribute to, who is responsible for the remaining provision, how progress will be reported and when the arrangement will be reviewed. Attendance at Training Cave does not transfer responsibility for securing all provision in the plan.

Training Cave will contribute relevant observations and progress information to annual or interim reviews when asked. We will notify the commissioner promptly if needs have changed, agreed provision is not available, the placement may no longer be suitable or an earlier review appears necessary.

9. Individual Support Planning

Before the learner starts, or as soon as possible afterwards, Training Cave will record the support required for delivery. Depending on need, this may sit within the placement plan, individual support plan, risk assessment, behaviour support plan or individual healthcare plan. Documents should work together and should not duplicate information without purpose.

The plan should state:

- The learner's views, strengths and goals;
- The barriers that affect participation or learning;
- The adjustments, strategies and staff actions agreed;
- Communication, regulation, medical and safety arrangements;
- The outcomes or indicators that will be reviewed; and
- Who is responsible and the review date.

Support will follow a practical cycle of understanding need, planning action, delivering the agreed support and reviewing its effect. A strategy that is not helping

will be changed with the learner and relevant partners rather than being repeated without review.

10. Reasonable Adjustments and Adapted Delivery

Training Cave will consider reasonable steps to prevent a disabled learner from being placed at a substantial disadvantage. Adjustments will be based on individual need and may be reviewed as the learner becomes more familiar with the environment. A formal diagnosis is not always required before support can be considered.

Examples include:

- Clearer or shorter instructions, demonstrations, visual prompts or checks for understanding;
- Adjusted pace, session structure, task difficulty, group size or break arrangements;
- A quieter space, predictable routine or support with sensory and emotional regulation;
- Adapted equipment or an alternative activity that works towards the same outcome;
- Additional supervision or an agreed support person; and
- Accessible written information or alternative ways to record and demonstrate learning.

An adjustment must be safe, effective and reasonably practicable. Essential controls for boxing, physical activity, equipment and supervision will remain in place. If the original activity cannot be made safe, staff will consider a suitable alternative. Significant decisions and the reasons for them will be recorded.

11. Participation, Behaviour, Attendance and Safeguarding

SEND may affect communication, regulation, attention, understanding, attendance or behaviour. Staff will consider unmet need and agreed adjustments before deciding how to respond, while maintaining clear boundaries and protecting others from harm. SEND does not prevent Training Cave from addressing unsafe or harmful behaviour proportionately.

Unexpected absence, repeated non-attendance or a marked change in presentation will be reported to the commissioner under the agreed attendance arrangements. Safeguarding concerns will be reported immediately under the Child Protection and Safeguarding Policy. Staff will not assume that indicators of abuse, neglect or exploitation are explained by a learner's disability or behaviour.

12. Health, Personal Care and Physical Access

Relevant medical and access needs must be identified before participation. Where required, an individual healthcare plan or other written procedure will set out daily support and emergency action. Medication will be managed under Training Cave's medication procedure and within staff training and competence.

Personal care or specialist health tasks will be undertaken only where suitable facilities, consent, staffing, training and written arrangements are in place. Where Training Cave cannot safely provide the required support, this will be explained to the commissioner so that another arrangement or additional support can be considered.

13. Learner and Parent or Carer Involvement

Learners will be supported to express what helps, what creates difficulty and what they want to achieve. Staff will use communication methods appropriate to the learner and will not treat limited speech, literacy or confidence as a lack of views.

Parents and carers will be involved in planning and reviews as agreed with the commissioner and subject to the learner's age, capacity, rights and safeguarding needs. Concerns raised by a learner or parent will be recorded and considered promptly.

14. Reviews and Communication

Training Cave will provide the commissioner with agreed information about attendance, engagement, progress, incidents, support used and any change in need. Placement reviews should take place at the frequency agreed by the commissioner and at least as often as required by current alternative provision guidance.

A review may be brought forward when:

- The learner is not attending, engaging or making expected progress;
- Needs, health, behaviour or safeguarding risks have changed;
- Agreed support is unavailable or appears insufficient;
- The learner, parent or carer raises a significant concern; or
- The placement may no longer be suitable or safe.

Any proposal to vary, suspend or end a commissioned placement will be discussed with the commissioner and parent or carer unless immediate action is needed to protect someone. Training Cave will provide the reason, relevant records and information needed to plan the next step.

15. Transitions and Reintegration

The placement will support the destination agreed by the commissioner, which may include reintegration to school, transition to another placement or progression to post-16 education, training or employment. Training Cave will share relevant progress information and practical strategies, subject to data protection and safeguarding requirements.

Transitions should be planned in enough time to prepare the learner. Useful arrangements may include visits, photographs, a phased timetable, introductions to key adults, clear transport information and transfer of agreed support plans.

16. Training and Supervision

Staff will receive information and training proportionate to their role and the learners they support. This may include SEND awareness, autism, attention and communication needs, trauma-informed practice, de-escalation, reasonable adjustments, medical needs and safeguarding. Specialist strategies or procedures will be used only by staff who are competent and authorised to use them.

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17. Records and Confidentiality

Referral information, plans, reviews, adjustment decisions and concerns will be recorded accurately and stored securely. Staff will have access only to the information they need to perform their role safely. Relevant information will be shared with the commissioner, parent or carer and professionals where there is a lawful basis and a clear purpose

18. Concerns and Complaints

A learner, parent, carer or commissioner can raise a SEND or accessibility concern with any member of staff, a manager or info@trainingcave.co.uk. Safeguarding concerns will follow safeguarding procedures. A complaint about Training Cave's decision or response may be made under the Compliments Comments and Complaints Policy.

Questions about the content, maintenance or statutory delivery of an education health and care plan should also be directed to the responsible local authority and, where relevant, the referring school.

19. Monitoring

Management will review referrals, accepted and declined placements, reasonable adjustments, attendance, progress, incidents, placement changes and complaints where proportionate and lawful. The review will look for repeated barriers, unmet training needs or patterns that may indicate unfair or unsuitable practice. Actions and owners will be recorded.

20. Related documents

- Child Protection and Safeguarding Policy;
- Equality Diversity and Inclusion Policy;

- Behaviour Management and Relationships Policy;
- Anti Bullying Policy;
- Health and Safety Policy and relevant risk assessments;
- Compliments Comments and Complaints Policy;
- Data Protection Policy; and
- Referral, suitability, placement, support and healthcare documentation.

21. Policy Review

The Director will review this policy at least annually and sooner after a significant incident, complaint, change in services or relevant legal or guidance update. The review will check that the written policy matches referral and delivery practice.

22. Contact Details

Training Cave Club Ltd

Unit 10, Carrmills Business Centre, Birstall, WF17 9JX

Email: info@trainingcave.co.uk

23 Principal reference sources

- Department for Education Arranging Alternative Provision guidance;
- Special educational needs and disability code of practice: 0 to 25 years;
- Equality Act 2010 and official government guidance;
- Keeping Children Safe in Education; and
- Working Together to Safeguard Children.

Reference sources support this policy but do not replace advice on a specific placement. Management should seek suitable legal, SEND, safeguarding, medical or registration advice when an issue is complex or contested.