

Combat Classroom

SEND and Reasonable Adjustments Policy

Organisation: Combat Classroom Ltd

Setting: Alternative Provision

Policy owner: Director / SEND Lead

Linked roles: Designated Safeguarding Lead, Tutors, Coaches, Mentors, Placement Lead

Applies to: Pupils, parents/carers, staff, volunteers, placing schools, local authorities and external professionals

Date adopted: 30.06.2026

Review date: 20.06.2027

Review cycle: Annually, or sooner if legislation, guidance or provision arrangements change

1. Policy Statement

Combat Classroom is committed to providing an inclusive, safe and supportive Alternative Provision environment for children and young people, including those with special educational needs and/or disabilities.

We recognise that many pupils referred to Alternative Provision may have additional needs linked to learning, communication, social, emotional and mental health, sensory processing, trauma, neurodiversity, physical health, medical conditions, attendance barriers or previous negative experiences of education.

Combat Classroom will take reasonable steps to identify, understand and support individual needs so that pupils can access education, mentoring, physical activity, personal development and progression opportunities.

Combat Classroom will work in partnership with placing schools, local authorities, parents/carers, pupils and external professionals to ensure that pupils with SEND are supported appropriately and that reasonable adjustments are planned, implemented, reviewed and recorded.

2. Purpose of this Policy

This policy explains how Combat Classroom will:

- identify and respond to pupils' special educational needs and disabilities;
 - make reasonable adjustments to reduce barriers to learning and participation;
 - work with placing schools, local authorities and families;
 - support pupils with EHCPs, SEND Support plans or emerging needs;
 - adapt teaching, mentoring and physical activity sessions;
 - promote inclusion, safety, dignity and positive outcomes;
 - monitor and review pupil progress;
 - ensure SEND support links with safeguarding, attendance, behaviour, curriculum and health and safety procedures.
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3. Scope

This policy applies to all pupils attending Combat Classroom, including:

- pupils placed by mainstream schools;
 - pupils placed by local authorities;
 - pupils attending part-time or short-term Alternative Provision;
 - pupils with an Education, Health and Care Plan;
 - pupils receiving SEND Support;
 - pupils with suspected or emerging SEND;
 - pupils with disabilities under the Equality Act 2010;
 - pupils with medical conditions requiring reasonable adjustments;
 - pupils whose additional needs affect behaviour, attendance, communication, learning or emotional regulation.
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4. Legal and Guidance Framework

This policy is informed by:

- Children and Families Act 2014;
- Equality Act 2010;
- SEND Code of Practice: 0 to 25 years;
- Alternative Provision statutory guidance;
- Supporting pupils with medical conditions at school statutory guidance;
- Keeping Children Safe in Education;
- Working Together to Safeguard Children;
- UK GDPR and Data Protection Act 2018;

- Combat Classroom Safeguarding, Behaviour, Attendance, Health and Safety, Data Protection and Referral policies.

Combat Classroom recognises that the placing school and/or local authority may retain statutory responsibility for the pupil, particularly where the pupil remains on roll elsewhere. Combat Classroom will not replace the statutory duties of the placing school or local authority but will work collaboratively to ensure that pupils receive appropriate support while attending the provision.

5. Definitions

Special Educational Needs

A pupil has special educational needs where they have a learning difficulty or disability that calls for special educational provision to be made for them.

A pupil may have needs in one or more of the following broad areas:

1. **Communication and interaction**
For example, autism, speech and language needs, difficulty understanding instructions, difficulty with social communication or interpreting tone/body language.
2. **Cognition and learning**
For example, moderate learning difficulties, dyslexia, difficulties with memory, processing, sequencing, reading, writing, maths or retaining information.
3. **Social, emotional and mental health**
For example, anxiety, low mood, trauma responses, emotional dysregulation, attachment needs, ADHD, behaviour linked to unmet need or difficulty maintaining relationships.
4. **Sensory and/or physical needs**
For example, sensory processing differences, visual or hearing impairment, physical disability, coordination difficulties, pain, fatigue or medical needs.

Disability

A pupil may be disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Reasonable Adjustments

Reasonable adjustments are changes made to reduce or remove barriers that may disadvantage a disabled pupil or a pupil with additional needs. Adjustments may relate to teaching, communication, environment, timetable, routines, equipment, assessment, behaviour support or access to physical activity.

6. Core Principles

Combat Classroom's approach to SEND and reasonable adjustments is based on the following principles:

- pupils are treated with dignity, respect and high expectations;
 - behaviour is understood in context and may be a form of communication;
 - support is planned around individual need, not diagnosis alone;
 - pupils should be listened to and involved in decisions about support;
 - parents/carers and placing schools should be involved in planning and review;
 - reasonable adjustments should be proactive, not only reactive;
 - staff should use consistent routines, clear boundaries and trauma-informed practice;
 - support should promote independence, confidence and progression;
 - physical activity should be adapted safely to meet need;
 - safeguarding and SEND should be considered together.
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7. Roles and Responsibilities

Director / Senior Leader

The Director or senior leader is responsible for:

- ensuring this policy is implemented;
- ensuring SEND and reasonable adjustment processes are embedded into referral, induction, delivery and review;
- ensuring staff understand their responsibilities;
- ensuring appropriate training is provided;
- ensuring risk assessments and support plans are completed;
- ensuring concerns are escalated to the placing school or local authority where required;
- reviewing the effectiveness of SEND provision.

SEND Lead

The SEND Lead is responsible for:

- coordinating SEND information at referral and placement stage;
- reviewing EHCPs, SEND Support plans, risk assessments and professional reports;
- creating or contributing to individual support plans;
- advising staff on reasonable adjustments;
- monitoring progress and barriers;

- liaising with placing schools, local authorities, parents/carers and external professionals;
- ensuring pupil voice is captured;
- reviewing support regularly.

Where Combat Classroom does not have a formally appointed SENCO, the SEND Lead will act as the named operational lead for SEND within the provision while working with the placing school's SENCO and the local authority.

Designated Safeguarding Lead

The DSL is responsible for:

- ensuring SEND and safeguarding concerns are considered together;
- recognising that pupils with SEND may be more vulnerable to abuse, exploitation, bullying, isolation, attendance issues and communication barriers;
- ensuring safeguarding concerns are recorded and shared appropriately;
- liaising with social care, early help, placing schools and other agencies where needed.

Tutors, Coaches and Mentors

All staff are responsible for:

- knowing the needs of pupils they work with;
- reading relevant pupil plans and risk assessments;
- applying agreed reasonable adjustments;
- adapting communication, teaching and coaching methods;
- recording concerns, progress and incidents;
- promoting inclusion and positive relationships;
- reporting concerns to the SEND Lead, DSL or senior leader;
- maintaining high expectations while recognising individual barriers.

Placing Schools and Local Authorities

Placing schools and local authorities are expected to:

- provide accurate SEND, EHCP, safeguarding, attendance, medical and risk information before placement starts;
- share relevant professional reports;
- confirm whether the pupil has an EHCP, SEND Support plan or other individual plan;
- clarify funding, transport, supervision and support expectations;
- attend placement reviews where required;
- retain statutory responsibilities where applicable;
- work with Combat Classroom to review progress and suitability.

Parents and Carers

Parents and carers are encouraged to:

- share information about their child's needs, strengths, triggers and support strategies;
- inform Combat Classroom of changes in health, medication, behaviour, home circumstances or professional involvement;
- contribute to reviews and support planning;
- support attendance, routines and engagement where possible.

Pupils

Pupils will be supported to:

- share what helps them learn and feel safe;
- identify personal goals;
- understand their support plan;
- develop independence and self-advocacy;
- reflect on progress;
- take part in reviews where appropriate.

8. Referral and Pre-Placement Information

Before a pupil starts at Combat Classroom, the placing school or local authority should provide relevant information, including:

- reason for referral;
- current school roll status;
- EHCP, if applicable;
- SEND Support plan, pupil passport or individual education plan;
- latest annual review paperwork, if applicable;
- behaviour support plan;
- risk assessment;
- attendance history;
- safeguarding information;
- medical information;
- allergy information;
- medication requirements;
- mental health or CAMHS involvement;
- social care or early help involvement;
- literacy and numeracy levels;
- exam access arrangements, if applicable;
- known triggers and de-escalation strategies;
- transport arrangements;

- parent/carer contact details;
- professional contact details.

Combat Classroom may delay the start of a placement if essential safety, medical, safeguarding or SEND information has not been provided and this creates an unacceptable risk to the pupil, staff or others.

9. Initial Assessment and Induction

On entry, Combat Classroom will complete an appropriate induction and baseline assessment process.

This may include:

- pupil voice activity;
- parent/carer discussion;
- review of school information;
- literacy and numeracy baseline;
- wellbeing check;
- fitness and physical readiness assessment;
- behaviour and regulation profile;
- attendance baseline;
- learning strengths and barriers;
- review of communication needs;
- review of sensory needs;
- review of medical or physical needs;
- initial risk assessment.

The purpose of induction is to understand the pupil, not to label them. Staff will use the information gathered to create a practical support plan that helps the pupil access education, mentoring and physical activity safely.

10. Individual Support Plans

Where a pupil has SEND, suspected SEND or significant barriers to learning, Combat Classroom will create or contribute to an individual support plan.

This may include:

- key strengths;

- areas of need;
- pupil voice;
- parent/carer views;
- agreed outcomes;
- reasonable adjustments;
- classroom strategies;
- coaching and physical activity adaptations;
- communication approaches;
- sensory supports;
- behaviour and regulation strategies;
- attendance support;
- safeguarding considerations;
- medical or allergy information;
- review date;
- named staff responsible.

The support plan will be shared with relevant staff on a need-to-know basis and reviewed regularly.

11. Reasonable Adjustments

Combat Classroom will consider and implement reasonable adjustments based on individual need.

Reasonable adjustments may include:

Teaching and Learning Adjustments

- breaking tasks into smaller steps;
- using visual instructions;
- using simplified language;
- providing written and verbal instructions;
- checking understanding privately;
- allowing additional processing time;
- reducing copying from the board;
- using practical demonstrations;
- using templates, writing frames or sentence starters;
- offering verbal responses instead of extended writing where appropriate;
- using assistive technology where available;
- adapting reading age of resources;
- offering alternative ways to evidence learning;
- providing regular feedback and reassurance.

Timetable and Routine Adjustments

- phased starts;
- reduced timetable where agreed with the placing school or local authority;
- structured arrival routine;
- movement breaks;
- quiet breaks;
- additional transition time;
- predictable session structure;
- visual timetable;
- adapted start or finish times where agreed;
- gradual reintegration into group sessions.

Environment Adjustments

- quieter working space;
- reduced sensory load;
- seating position adjustments;
- access to calm space;
- reduced audience pressure;
- clear boundaries and routines;
- safe access to toilets and changing areas;
- adaptation of noise, lighting or group size where possible.

Communication Adjustments

- clear and calm language;
- avoiding sarcasm or ambiguous instructions;
- using the pupil's preferred communication method;
- giving one instruction at a time;
- allowing time before expecting a response;
- using visual prompts;
- confirming understanding without embarrassment;
- providing scripts for social or customer-service role-play.

Behaviour and Regulation Adjustments

- personalised de-escalation plan;
- trusted adult check-ins;
- restorative conversations;
- emotion scaling tools;
- time-out or reset options;
- reduced confrontation;
- agreed exit strategy from sessions;

- private correction rather than public correction;
- positive reinforcement;
- support to repair relationships after incidents.

Physical Activity and MMA Adjustments

- modified warm-ups;
- modified intensity;
- non-contact alternatives;
- adapted partner work;
- smaller group coaching;
- additional demonstration;
- reduced sensory or physical pressure;
- alternative drills;
- extra breaks;
- support with coordination or motor planning;
- avoiding activities that conflict with medical advice;
- individual risk assessment for sparring, grappling or contact activity.

Combat Classroom will not use combat sport techniques as behaviour management, restraint or punishment.

12. Pupils with Education, Health and Care Plans

Where a pupil has an EHCP, Combat Classroom will request and review the current plan before the placement begins.

Combat Classroom will:

- identify relevant outcomes and provision from the EHCP;
- clarify which elements Combat Classroom can deliver;
- identify any provision that remains the responsibility of the placing school, local authority or external agency;
- contribute to EHCP reviews where requested;
- provide progress information to the placing school or local authority;
- alert the placing school or local authority if the placement is unable to meet need safely or appropriately;
- ensure staff working with the pupil understand relevant EHCP information.

Combat Classroom will not amend EHCP provision independently. Any changes to EHCP provision must be managed through the appropriate statutory review process by the local authority.

13. Pupils at SEND Support or with Emerging Needs

Some pupils may not have a formal diagnosis or EHCP but may still have clear barriers to learning.

Combat Classroom will respond to emerging needs by:

- recording concerns;
- gathering staff observations;
- speaking with the pupil;
- speaking with parents/carers where appropriate;
- sharing concerns with the placing school SENCO;
- agreeing support strategies;
- monitoring whether adjustments improve access and engagement;
- recommending further assessment or referral where appropriate.

Combat Classroom will not diagnose SEND, medical conditions or mental health conditions. Where further assessment appears necessary, Combat Classroom will raise this with the placing school, local authority, parent/carer or relevant professional.

14. Assess, Plan, Do, Review

Combat Classroom will use the graduated approach of assess, plan, do and review.

Assess

Staff will identify the pupil's strengths, needs, risks and barriers using referral information, baseline assessment, observations, pupil voice and professional input.

Plan

Staff will agree reasonable adjustments, outcomes, teaching strategies and support arrangements with the pupil, placing school, parent/carer and relevant professionals where possible.

Do

Tutors, coaches and mentors will apply the agreed support consistently during education, mentoring and physical activity sessions.

Review

Progress will be reviewed regularly through placement reviews, staff meetings, pupil voice, attendance data, behaviour records, learning evidence and feedback from schools or families.

15. Curriculum Access

Combat Classroom will ensure that pupils with SEND can access a broad and meaningful curriculum appropriate to their placement aims.

The curriculum may include:

- Functional Skills English and maths;
- AQA Unit Award Scheme work;
- ASDAN or personal development learning;
- employability;
- mentoring;
- sport, fitness and MMA-based personal development;
- PSHE;
- careers and progression;
- health, nutrition and wellbeing;
- project-based learning.

Curriculum adaptations may include:

- practical tasks;
 - verbal questioning;
 - visual aids;
 - supported writing;
 - reduced written load;
 - scaffolded worksheets;
 - role-play;
 - demonstrations;
 - one-to-one support;
 - alternative recording methods;
 - extra time;
 - chunked learning;
 - repetition and retrieval practice.
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16. Assessment, Evidence and Progress Monitoring

Combat Classroom will monitor pupil progress in a way that reflects the pupil's starting point and placement aims.

Progress may be measured through:

- attendance;
- punctuality;
- engagement;
- behaviour incidents;
- emotional regulation;
- completion of learning tasks;
- literacy and numeracy development;
- AQA or other unit completion;
- confidence;
- communication;
- teamwork;
- physical fitness;
- mentoring goals;
- reintegration progress;
- transition to school, college, training or employment.

Progress will be shared with placing schools and local authorities in line with the placement agreement.

17. Behaviour, SEND and Trauma-Informed Practice

Combat Classroom recognises that behaviour may be linked to unmet SEND needs, trauma, communication difficulty, anxiety, sensory overload, low literacy, previous exclusion, attachment needs or emotional dysregulation.

Staff will consider whether behaviour indicates an unmet need and will respond using:

- calm adult behaviour;
- predictable routines;
- clear boundaries;
- de-escalation;
- restorative practice;
- reasonable adjustments;
- individual behaviour support plans;
- safeguarding awareness;
- communication with the placing school and parent/carer.

Reasonable adjustments do not mean removing expectations. Combat Classroom will maintain high standards of safety, respect and behaviour while adapting support to help pupils meet those expectations.

18. Attendance and SEND

Combat Classroom recognises that pupils with SEND may face additional attendance barriers.

Where attendance is affected by SEND, anxiety, medical needs, transport, sensory needs or emotional wellbeing, Combat Classroom will work with the placing school and/or local authority to consider:

- phased attendance;
- adjusted start times;
- trusted adult meet-and-greet;
- transport support;
- parent/carer liaison;
- sensory adjustments;
- reduced timetable where appropriate and agreed;
- reintegration planning;
- attendance targets;
- welfare checks.

Combat Classroom will share attendance information with the placing school or local authority according to the agreed reporting arrangements.

19. Medical Conditions, Allergies and Physical Needs

Some pupils with SEND may also have medical conditions or physical needs.

Combat Classroom will request relevant medical information before placement starts and may require:

- individual healthcare plan;
- medication agreement;
- emergency care plan;
- allergy plan;
- asthma plan;
- epilepsy plan;
- diabetes plan;

- injury or physical activity guidance;
- parent/carer consent for medication administration;
- staff training where required.

Where a pupil's medical or physical needs affect participation in MMA, fitness, mentoring or classroom activity, an individual risk assessment will be completed.

Pupils will not be required to take part in physical activity that is unsafe or medically inappropriate.

20. Safeguarding and SEND

Combat Classroom recognises that pupils with SEND can face additional safeguarding risks. These may include:

- communication barriers;
- increased vulnerability to bullying or exploitation;
- social isolation;
- difficulty recognising unsafe situations;
- behaviour being misinterpreted;
- dependence on adults or peers;
- online safety risks;
- increased risk of attendance concerns;
- difficulty reporting abuse or harm.

Staff will ensure safeguarding concerns are not dismissed as “part of SEND” or “just behaviour”. Concerns must be recorded and reported to the DSL in line with Combat Classroom's Safeguarding and Child Protection Policy.

21. Bullying, Discrimination and Inclusion

Combat Classroom will not tolerate bullying, harassment, victimisation or discrimination linked to disability, SEND, race, sex, religion, gender reassignment, sexual orientation or any other protected characteristic.

Staff will take action where pupils with SEND are:

- mocked;
- excluded by peers;
- targeted;

- pressured;
- physically intimidated;
- sexually harassed;
- exploited;
- filmed or shared online;
- prevented from accessing learning or physical activity.

Incidents will be recorded and managed through the Behaviour, Safeguarding and Anti-Bullying procedures.

22. Staff Training

Combat Classroom will ensure staff receive appropriate training relevant to their role.

Training may include:

- SEND awareness;
- autism awareness;
- ADHD awareness;
- trauma-informed practice;
- de-escalation;
- communication strategies;
- safeguarding and SEND vulnerability;
- reasonable adjustments;
- mental health awareness;
- medical conditions;
- allergy awareness;
- safe physical activity adaptation;
- behaviour support;
- restorative practice.

Staff will also receive pupil-specific briefings where individual needs require particular strategies or risk controls.

23. Working with External Professionals

Combat Classroom may work with external professionals where appropriate, including:

- placing school SENCO;
- educational psychologist;

- speech and language therapist;
- occupational therapist;
- CAMHS;
- social worker;
- early help worker;
- youth justice worker;
- virtual school;
- school nurse;
- GP or health professional;
- local authority SEND officer;
- parent/carers support services.

Information will be shared in line with data protection, safeguarding and placement agreements.

24. Parent, Carer and Pupil Voice

Combat Classroom values the views of parents, carers and pupils.

Pupil voice may be gathered through:

- informal conversations;
- mentoring sessions;
- review meetings;
- questionnaires;
- goal-setting activities;
- reflection sheets;
- visual tools;
- trusted adult check-ins.

Parents/carers may contribute through:

- referral information;
- phone calls;
- review meetings;
- email updates;
- support planning;
- safeguarding or welfare discussions.

Combat Classroom will seek to understand what works for the pupil and what barriers may exist outside the provision.

25. Information Sharing and Confidentiality

Combat Classroom will handle SEND information sensitively and confidentially.

Information will only be shared with staff and professionals who need to know in order to support the pupil, keep them safe or meet placement requirements.

SEND records may include:

- referral documents;
- EHCPs;
- support plans;
- risk assessments;
- medical information;
- professional reports;
- review notes;
- attendance and behaviour records;
- pupil voice;
- parent/carers communication.

Records will be stored securely in line with Combat Classroom's Data Protection Policy.

26. Concerns and Complaints

Parents/carers, pupils, placing schools or local authorities may raise concerns if they believe a pupil's SEND needs or reasonable adjustments are not being met.

Concerns should be raised with:

1. the pupil's key contact or tutor;
2. the SEND Lead;
3. the Director;
4. the placing school or local authority, where appropriate.

Where a concern relates to safeguarding, it must be referred immediately to the DSL.

Formal complaints will be managed through Combat Classroom's Complaints Policy.

27. Monitoring and Quality Assurance

Combat Classroom will monitor the effectiveness of SEND support by reviewing:

- attendance;
- engagement;
- learning progress;
- behaviour records;
- incident patterns;
- pupil voice;
- parent/carer feedback;
- placing school feedback;
- completion of qualifications or units;
- reintegration or transition progress;
- safeguarding concerns;
- reasonable adjustment records.

The Director and SEND Lead will use this information to improve practice, staff training and provision quality.

28. Review of Policy

This policy will be reviewed annually, or sooner if:

- legislation or statutory guidance changes;
- the provision model changes;
- a serious incident occurs;
- commissioner requirements change;
- feedback identifies gaps;
- internal quality assurance identifies areas for improvement.

Approved by: Josh Dean

Role: Director

Signature: J Dean

Date: 30.06.2026

Appendix 1: Reasonable Adjustment Examples

Area of Need	Possible Barrier	Possible Adjustment
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Autism	Sensory overload in gym or group sessions	Quiet space, predictable routine, visual timetable, reduced group size
ADHD	Difficulty sustaining attention	Chunked tasks, movement breaks, practical learning, short instructions
Dyslexia	Difficulty reading or writing	Reading support, coloured overlays if helpful, verbal responses, scaffolded worksheets
SEMH	Anxiety or emotional dysregulation	Trusted adult check-in, phased start, calm space, de-escalation plan
Speech and language	Difficulty understanding instructions	One instruction at a time, visual prompts, checking understanding
Physical need	Difficulty joining full MMA session	Adapted warm-up, modified drills, non-contact options
Medical condition	Risk during physical activity	Healthcare plan, risk assessment, rest breaks, avoid unsafe activity
Low literacy	Avoidance of written tasks	Practical evidence, scribe support, sentence starters, verbal assessment
Trauma	Defensive or avoidant behaviour	Consistent adults, clear routines, private correction, restorative support
Sensory need	Difficulty with noise or contact	Adapted environment, non-contact options, clear consent before partner work

Appendix 2: SEND Information Required at Referral

Combat Classroom should request the following before placement begins:

- EHCP, if applicable;
- SEND Support plan;
- pupil passport;
- latest annual review;
- behaviour support plan;
- risk assessment;
- attendance record;

- safeguarding summary;
 - medical and allergy information;
 - medication requirements;
 - literacy and numeracy levels;
 - exam access arrangements;
 - known triggers;
 - de-escalation strategies;
 - professional involvement;
 - parent/carer views;
 - pupil views;
 - agreed placement outcomes.
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Appendix 3: SEND Review Questions

Review meetings should consider:

1. Is the pupil attending regularly?
2. Is the pupil safe in the provision?
3. Is the pupil accessing classroom learning?
4. Is the pupil accessing physical activity safely?
5. Are the agreed reasonable adjustments working?
6. Are there new or emerging needs?
7. Are there safeguarding concerns?
8. Is behaviour improving, declining or unchanged?
9. Is the pupil making progress against agreed outcomes?
10. Does the placement remain suitable?
11. What needs to change before the next review?
12. What is the next step for reintegration, transition or progression?