



CReATIVE Education Provision

SEND POLICY AND INFORMATION REPORT

YEAR 2024 – 2025

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1. Aims

The SEN policy and information report aims to:

- Set out how I.W.Y.S. ALTERNATIVE PROVISION will support and educate those pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

As a registered institution is set up to provide

'Provision that is additional to or different from that made generally for mainstream pupils' and therefore pupils are regarded as having Special Educational Needs whilst on roll

- I.W.Y.S. alternative Provision provides a flexible, differentiated curriculum for pupils at KS3 and KS4 pupils who are educated outside of the mainstream system
- All pupils will be provided with targeted, personal interventions and support matched to their level of need
- I.W.Y.S. ALTERNATIVE PROVISION, aims to secure positive outcomes and progression for each pupil, so that they *achieve their best, become confident individuals leading fulfilling lives and make a successful transition into adulthood.*

2. Legislation and guidance

This policy and information report 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 schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them such as a placement at I.W.Y.S. ALTERNATIVE PROVISION.

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 schools

Special educational provision is education or training provision that is additional to, or different from that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO will:

- Work with the Head teacher, the Senior Leadership Team (SLT) and the Management Committee (MC) to determine the strategic development of the Special Educational Needs and Disability (SEN) policy in I.W.Y.S. alternative Provision
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support all pupils on roll at I.W.Y.S. ALTERNATIVE PROVISION, including those who have Education Health and Care Plans (EHCPs)
- Provide professional guidance to colleagues, and work with parents, staff, and other agencies to ensure that pupils on roll at I.W.Y.S. ALTERNATIVE Provision receive appropriate support and high- quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively.
- Be an additional point of contact for external agencies, the local authority, and its support services
- Contribute to the discussions and outcomes of the weekly I.W.Y.S. alternative Provision Placement Panel to ensure that I.W.Y.S. alternative Provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Liaise with staff to keep the records of all pupils with SEN up to date and ensure that SEN documents have been scanned and placed in the pupils' electronic folders
- Ensure that the individual needs of each pupil arriving at I.W.Y.S. ALTERNATIVE PROVISION, are known to all staff to ensure a smooth transition on-site through liaison with those staff responsible for initial Assessment

4.3 The Head of Provision

The Head of Provision will:

- Work with the SENCO, SLT and the Management Committee to determine the strategic development of the SEN policy and provision in I.W.Y.S. ALTERNATIVE PROVISION
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- Delivering a differentiated curriculum to small groups or individuals on a one: one basis
- Monitoring the individual progress and development of every pupil
- Working closely with any Mentor, specialist support staff or other professionals to plan and assess the impact of support and interventions and how they can be linked to classroom based or off-site teaching
- Reviewing with the SENCO each pupil's progress and development according to individual outcomes, to inform any changes to provision that might be necessary
- Ensuring they follow this SEN policy in their role at I.W.Y.S. ALTERNATIVE PROVISION

5. SEN information report

5.1 The kinds of SEN that are provided for

I.W.Y.S. ALTERNATIVE PROVISION currently provides additional and/or different provision for a range of needs, including:

- Social, emotional, and mental health difficulties (SEMH), for example, attention deficit hyperactivity disorder (ADHD), acute anxiety, depression
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Sensory and/or physical need, for example, long-term health needs, visual impairments, hearing impairments, physical impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

All pupils referred to I.W.Y.S. ALTERNATIVE Provision have a high level of need and are discussed before they come on roll at the weekly Placement Panel meeting

How are children's needs identified whilst they are at I.W.Y.S. ALTERNATIVE PROVISION?

By Pupils talking to staff:

- Access to a range of adult support through relationships based on trust
- 'My Time' Tutor periods
- Circle Time
- Feedback between subject teachers, mentors and pupils
- School counsellor sessions with confidential feedback
- Connexon's sessions
- Regular review meetings with pupil, parent, and carers
- A 'Preparation for post 16' support programme
- Transition programmes for reintegration to a mainstream High School/other provision

By a Parent(s)/Carer(s):

- Initial interview
- Induction interview
- Progress Review Days
- Contact with the SENCo
- formally contacting the key staff who work with their child including the Tutor

In addition to the above-

- I.W.Y.S. ALTERNATIVE Provision has an 'Open Door' policy therefore parents/carers are able to contact us at any time during school hours if a member of staff is available
- Informal talks may take place with the teacher/support staff
- By attending termly interactive sessions e.g. Coffee mornings, themed workshops as and when available

Through Teacher assessments

All pupils' progress and achievement is assessed through the following-

- By teachers setting high expectations through their teaching and assessing the results
- Assessment of academic achievement and progress linked with National targets, collated for each pupil half-termly

- Pupils achieving their individual academic and SEN targets
- Doodle 'rag (red/amber/green) ratings'
- Collectively discussing a child's progress at the Student Discussion Forum (SDF) as this will inform the Individual Support Plan (ISP)

Other information that may be used to identify pupil needs

Alternative sources of information are used to ensure that pupils are making good progress and to identify if/when they need additional support in the classroom and in unstructured time.

To facilitate this, the staff complete daily/weekly

- Learning logs on-line
- Pupil tracking (meetings and emails)
- Safeguarding records

During a review of progress against SEN desired outcomes

These happen every term in meetings with parent(s), carer(s), children and teachers and they can also happen as and when a need arises.

5.3 Consulting and involving pupils and parents/carers

Before any child moves to our provision we try and find out as much about them as possible to help them settle in quickly. (Please see section on identification of needs before coming to I.W.Y.S. ALTERNATIVE PROVISION.

Once staff know the pupils SEN need, they will meet with parents to decide on the desired outcomes that are being worked towards. This will be discussed at the I.W.Y.S. alternative Provision Transition meeting and each child will complete the Transition programme which will enable I.W.Y.S. ALTERNATIVE PROVISION to draw up an Individual Support (ISP) plan to meet the child's needs. The details of this plan will be shared with parents/carers.

If appropriate a brief profile can be written up and distributed, to communicate to all staff exactly how to help the child and explain what they are working on and what their behavioural needs are.

I.W.Y.S. ALTERNATIVE PROVISION will have an early discussion with the pupil and their parents/carers when identifying whether they need additional special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- I.W.Y.S. ALTERNATIVE PROVISION considers the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

I.W.Y.S. ALTERNATIVE PROVISION will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

I.W.Y.S. ALTERNATIVE PROVISION follows the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The pupil's previous placement, records of progress, attainment, and behaviour
- The teacher's assessment and experience of the pupil
- Other assessments from different areas of the curriculum
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessments will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs through

- The paperwork from the placement panel meeting
- Initial pen portraits of the individual
- The on-site assessment paperwork
- Access to the paper files
- Copies of Educational Psychologist/Clinical Psychologist/CAMHs Assessments
- The SDFs
- ISPs
- Support provided
- Teaching strategies or approaches that are required

The teachers and the SENCO will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

I.W.Y.S. ALTERNATIVE PROVISION will share information with the school, college, or other setting the pupil is moving to by using some or all of the following

- I.W.Y.S. ALTERNATIVE PROVISION reintegration documentation
- ISP
- Pru to Pru referral
- London Borough of Ealing EHCP transfer review documents

I.W.Y.S. ALTERNATIVE PROVISION will agree with parents and pupils which information will be shared as part of this process.

- 5.6 The approach to teaching pupils with SEN

I.W.Y.S. ALTERNATIVE PROVISION is a specialist learning environment-

- Teachers plan lessons according to the specific educational and SEMH needs of individuals and will ensure that your child's needs are met
- Specifically identified resources and strategies are used to support a pupil individually and in small groups
- Planning and teaching will be adapted daily as the need arises
- Interventions will be decided to support learning
- Interventions will be shared at the SDF and an ISP compiled

5.7 Adaptations to the curriculum and learning environment

I.W.Y.S. ALTERNATIVE PROVISION makes the following adaptations to ensure all pupils' needs are met:

- Differentiating the timetables
- Differentiating the curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, reader pens, coloured overlays, visual timetables, larger font, etc.
- Differentiating teaching, e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

I.W.Y.S. ALTERNATIVE PROVISION has 5 learning mentors (LMs) who are trained to deliver interventions such literacy and numeracy programmes, enrichment, counselling-based techniques and behaviour management

1 Attendance/Welfare Assistant

- Mentors support individuals who are ready to be reintegrated into High School or another provision

- Pupils are withdrawn 1:1 or in a small group, for intensive interventions in literacy and numeracy
- Current support staff draw upon a range of experience which includes training in teaching/ managing/ coordinating/ education welfare and attendance
- Whole school staff can draw on various experiences in Counselling, Craft activities, and the Arts to inform their practice when the need arises
- I.W.Y.S. ALTERNATIVE PROVISION works with the many agencies to provide support for pupils with SEN including the following:

Child and Adolescent Mental Health Service (CAMHS)

Social Care (SC)

Looked After Children(LAC)

Educational Psychologists Service (EPS)

Catch 22

Learning Pathways

Virtual School

5.9 Expertise and training of staff

I.W.Y.S. ALTERNATIVE PROVISION has a team of 5 Learning Mentors (LM), 1 Learning Support Assistant (LSA), 1 Attendance and Pupil Support worker and three Counsellors, all of whom are trained to deliver additional SEN support

In the last academic year, staff have had training in Emotional Coaching, Drugs Awareness, Updated Safeguarding, the revision of Whole School policies and Special Educational Needs in the Classroom

Individuals have been trained in Emotional Coaching, Developmental Trauma, Mental Health, Doodle, and the Introduction to SENCOs course

We use specialist agencies for Counselling, mentoring, crime interventions, drugs counselling, circle time, literacy and numeracy, behaviour interventions, assessments, careers, post 16 provisions, work experience

5.10 Securing equipment and facilities

The Head of Provision allocate a budget for facilities, equipment, resources, and training

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their outcomes from the ISP each term

- Reviewing the impact of interventions after one term or as and when the need arises e.g. emergency review
- Feedback from pupils
- Monitoring by the SENCO
- Monitoring by the Directors/Head of Provision
- Initiating and using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Termly progress meetings
- Informal meetings with parents/carers e.g. Coffee morning
- Written feedback from parents/carers/visitors
- Initiating feedback from parents/carers after each review

5.12 Enabling pupils with SEN to engage in activities

All the extra-curricular activities and visits are available to all I.W.Y.S. ALTERNATIVE PROVISION pupils

Pupils are encouraged to achieve the behaviour, progress, and achievement criteria necessary for them to participate in day trips e.g. Universities, end of term rewards

All pupils are encouraged to take part in enrichment activities/sports /exhibitions/ plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. However, Safeguarding and Health and Safety are paramount and risk assessments are a priority

If a pupil has a physical disability I.W.Y.S. ALTERNATIVE PROVISION will take all measures necessary to enable the individual to access the whole on-site curriculum and any extracurricular activities.

Where necessary, if a pupil refuses to follow medical advice, I.W.Y.S. ALTERNATIVE PROVISION will work with the parents/carers to ensure the pupil is safe and able to access the provision and any subsequent trips and visits.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Directors/Head of Provision
- Mentors and LSA
- Regular and consistent monitoring
- Counselling

- Home visits
- Referral to outside agencies
- Emotion coaching methods

I.W.Y.S. ALTERNATIVE PROVISION has a zero-tolerance approach to bullying

Working with other agencies

1. Parent/carer, might choose to visit the family GP to ask for advice about concerns regarding a child's issues, behaviour and SEN and request that a referral be made to a service
2. Staff in a child's previous school/provision might have asked permission to refer a child to an agency because of concerns regarding SEN and/or SEMH and parents should inform I.W.Y.S. ALTERNATIVE PROVISION
3. The team at I.W.Y.S. ALTERNATIVE PROVISION might suggest that further investigation for SEMH or a learning need might benefit the child. A referral could lead to the possibility of more support but would need permission to go ahead.
- 4.

The following information mentions a few of the agencies and services I.W.Y.S. ALTERNATIVE PROVISION work with-

Child and Adolescent Mental Health Service (CAMHS) –

Mental health issues, Emotional, behavioural, relationship, psychiatric, Autistic spectrum, Attention deficit hyperactive disorder (ADHD), obsessive compulsive disorder (OCD), tic disorders, eating disorders, self-harm, Psychosis, depression, anxiety, mood and conduct disorders, post-traumatic stress Severe emotional difficulties or developmental delay Chronic illnesses associated with psychological and psychiatric morbidity (diabetes mellitus, HIV, asthma etcetera).

Educational Psychology Service (EPS)

The EPS has in depth knowledge of the services available to children and families across Ealing and can ensure close partnership working between schools and other local agencies.

They build up close relationships with schools and understand the unique context that each school has.

They are flexible in the services that offer and can provide brief involvement as well as longer term support.

They can support parents who are struggling to come to terms with their child's additional needs.

Special Educational Needs Assessment Service (SENMAS)

This service is referred to if the parent/carer and the teaching staff think that a child has a special educational need and needs support to access the curriculum and to make progress. A referral involves a current assessment by an Educational Psychologist, an Education, Health and Care Plan requested (EHCP) which will offer support for the pupil until they are 25 years old if required

5.15 Complaints about SEN provision

Complaints about SEN provision at I.W.Y.S. ALTERNATIVE PROVISION should be made to The Head of Provision

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that I.W.Y.S. ALTERNATIVE PROVISION has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Contact details of support services for the parents of pupils with Special Educational Needs.

If parents would like further support and advice they may contact Stoke-on-Trent Parent Partnership Service (SENDIASS). They can be contacted on at www.sendiass.stoke.co.uk.

Independent Supporters based within SENDIASS hold drop-in sessions at schools and community centres for parents and information on these can be found on their website.

Your local Independent Supporters can be contacted on 01782 236414 or email: independentsupporters@stoke.gov.uk

If parents would like support with health issues for children and young people aged 5-19, a Central Access Hub based at Cobridge Community Health Centre can be contacted. Each locality will have a team of health professionals led by a school nurse to offer advice and support to families and carers. The Hub can be contacted on 0800 1240362 or via email at ourhealth.5-19@ssotp.nhs.uk

A child's parent or a young person aged 16-24, can request an Education, Health and Care Assessment. You can send your request to SENDMAS.

The contact details for SENDMAS are:
SENDMAS – People’s Directorate
Stoke-on-Trent-Council
Civic Centre Floor 2
Glebe Street
Stoke-on-Trent
ST4 1HH

Alternatively, SENDMAS can be contacted via email at
SENMAS@stoke.gov.uk

SEN Monitoring and Assessment
Telephone: 01782 231863
Email: SENMAS@stoke.gov.uk

The Staffordshire Safeguarding board can be contacted by following the link:
<http://www.staffsssch.org.uk/Professionals/Procedures/Procedures.aspx>

The Stoke Safeguarding board can be contacted by following the link;
<http://www.safeguardingchildren.stoke.gov.uk/ccm/portal>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and Head of Provision on an annual basis. It will also be updated if any changes to the information are made during the year.

It will be approved by the SLT and the Management Committee

7. Links with other policies and documents

This policy links to policies on:

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding