

SEND Policy and Information Report

Teenage Works



Teenage Works

Engaging the young people of today
for a brighter tomorrow

Next review due by: 22.02.2023

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Set out how our school will ensure all students will have an equitable education
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Teenage Works is committed to providing an appropriate and high-quality education for all our young people. We believe that all our students are entitled to a balanced academic and social curriculum, suited to their individual needs, which enables them to be fully included in all aspects of school life.

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 co-ordinators (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.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the 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 educational 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

The SENCO is Sarah Stokes, Teenage Works, 0161 222 8168.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy and the SEND Code of Practice, particularly in relation to quality first teaching, supported by the SENCO

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

At Teenage Works, all our students come to us with an EHC plan. Therefore, many needs or barriers to learning have already been identified from the support of previous educational settings or outside agencies.

All EHC plans and other relevant documentation is sent to us from previous educational settings or local authorities. The SENCO reviews EHC plans annually and will recommend any changes to local authorities to amend accordingly.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

We will use this information to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. At this stage, we might also suggest referrals to external agencies to provide specialist assessment or additional support outside of the school setting, such as CAMHs.

5.3 Consulting and involving pupils and parents

Parents/carers of young people with SEN are invited to contact the school and arrange a meeting with the SENCO whenever they feel this is necessary or appropriate. For our students with EHC plans, a person-centered annual review will be held. All agencies involved with the family will be invited. The students are asked about their views prior to their annual review which allows the young person to have a voice in their own meeting without being put on the spot.

Annual reviews/meetings with the SENCO will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow 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 teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We 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

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- Young people transitioning between Year 6 and 7 will be invited to four transition days. These will also include an opportunity for parents to meet with the SENCO. Where possible, the SENCO will attend review meetings for students in Year 6 who will be joining us in Year 7.
- In Year 11, students will receive additional support with their college or other applications. Where appropriate, we will arrange a member of staff to support students at open evening/open day events to further education or apprenticeship placements.
- Where possible, young people in Key Stage 4 will be offered off-site activities, such as construction, where students can gain qualifications in additional skills suited to their pathway. This will give students a head start when transitioning to post-16 provisions.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We provide:

- Small class sizes (four students in each group)
- 1:1 support where appropriate
- SEMH support/intervention
- Counselling sessions where appropriate
- Speech and Language sessions where appropriate
- Short, age-appropriate tasks
- Time out to rest where necessary / appropriate
- Ensure all our students have the same opportunities
- Offer external agency support where needed

5.7 Adaptations to the curriculum and learning environment

In addition to the above, we make the following adaptations to ensure all pupils' needs are met:

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

5.8 Additional support for learning

We have a small number of teaching assistants to support students within lessons, both academically and emotionally. Teaching assistants will support students in lessons to enable them to access the curriculum and make appropriate adaptations.

Teaching assistants will support pupils on a 1:1 basis, when necessary, throughout the school day.

Teaching assistants will support pupils in small groups when planned by the member of teaching staff.

We work with the following agencies to provide support for pupils with SEN:

- KOOTH (SEMH support)
- School Health
- CAMHS
- Early Help
- Post 16 & Colleges

5.9 Expertise and training of staff

Our SENCO has 10 years of teaching experience, including 2 years as an assistant SENCO in a mainstream setting and 2 years as a SENCO in a specialist setting.

We use specialist staff for:

- Bronwyn Cooper- counselling
- Gina Jones- Speech and Language
- Darcy Birch- Teaching assistant and SEMH interventions
- Halle Moxam- Teaching assistant

5.10 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of specific interventions after 6-8 weeks
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Learning walks

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Our policy with regards to attendance at trips and other activities is the same for SEN students as it is for all other students. All of our extra-curricular activities and school visits are available to all our pupils. Only if the safety of any student is likely to be compromised as a result of engagement of any activity, despite all measures and risk assessments being conducted, will a pupil not be permitted to attend.

All pupils are encouraged to take part in all activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Where appropriate, individual risk assessment and pupil support plans will be in place for SEN students to ensure their safety on all activities and trips. These will always be done in consultation with parents.

5.12 Support for improving emotional and social development

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

- A PSHE curriculum with dedicated learning time around mental health and emotional, social development.
- Through specific interventions (see above)
- Access to a safe social space/reflection room to help students manage their emotions and promote small social groups

We have a zero-tolerance approach to bullying.

5.13 Working with other agencies

Please see section 5.8.

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head of School in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school 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

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

The following support services are available to parents/carers in Manchester and Oldham:

Manchester:

Details for Manchester CAMHs can be found here: <https://mft.nhs.uk/rmch/services/camhs/>

Local offer: <https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

SENDIASS (SEND information and advice support service): <https://www.iasmanchester.org/>

Oldham:

Details for Oldham CAMHs can be found here: <https://www.penninecare.nhs.uk/oldhamcamhs>

Local offer: https://www.oldham.gov.uk/info/201097/your_local_offer

SENDIASS (SEND information and advice support service):

<https://www.point-send.co.uk/pages/category/oldham-sendiass>

5.16 Contact details for raising concerns

Sarah Stokes, Deputy Headteacher / SENCO.

5.17 The local authority local offer

Our local authority's local offer is published here:

Manchester Local offer:

<https://hsm.manchester.gov.uk/kb5/manchester/directory/localoffer.page?localofferchannel=0>

Oldham Local offer: https://www.oldham.gov.uk/info/201097/your_local_offer

6. Monitoring arrangements

This policy and information report will be reviewed by Sarah Stokes, Deputy Headteacher, **every year**. It will also be updated if any changes to the information are made during the year.

7. Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Anti-Bullying policy