

LAUNCHPAD



Alternative Provision Service

(Encompassing the 3 PRU Bases, Launchpad Tuition, and Launchpad Alternative)

SEN POLICY

Vision

To provide a high quality, personalised educational experience that meets learners' needs and leads to success for all.

Mission

A positive and inclusive community where young people are encouraged to achieve high standards of progress and succeed in a supported, safe environment.

Our Values / Principles

Individuals Aspirations Raised
New Experiences
Safety and Support
Personalised Programmes
Individuals Feeling Valued
Respect
Excellence in Learning

Approved by: PRU Management Committee **Date:** 14/07/2021

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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)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

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 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 Rachel Guyer who can be contacted at rachelguyer@sthelens.gov.uk and on 01744 677252

They will:

- Work with the headteacher, Teachers in Charge 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 resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Support Teachers in Charge to liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher, Teachers in Charge and PRU Management Committee 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 SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at PRU management Committee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the PRU Management Committee on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO, Teachers in Charge and SEN governor to determine the strategic development of the SEN policy and provision in the school
- 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:

- 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 and Teacher in Charge to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

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 and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

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 will include progress in areas other than attainment, particularly in social, emotional and mental health needs.

When deciding whether special educational provision or further assessment is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this 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.

5.3 Consulting and involving pupils, parents and mainstream schools

We will have an early discussion with the pupil, their parents and mainstream school (where applicable) when identifying whether they need special educational provision. These conversations 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

Notes of these early discussions will be added to the pupil's records.

We, or where applicable the mainstream school, will formally notify parents when it is decided that a pupil will require further assessment.

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 or Teacher in Charge 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 and behaviour
- Information from mainstream school SENCO and other staff
- 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

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

Pupils attending the PRU's and Alternative Provision often make more frequent transitions between settings than the general school population.

On entry to the service every pupil will follow an induction procedure appropriate for the setting aimed at making transition as effective as possible. Staff will share information with any school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this and strive to involve all relevant professionals and carers in meetings to support transition.

5.6 Our approach to teaching pupils with SEN

All pupils attending the PRU have SEN and staff aim to assess the level of need and any interventions required in a timely manner.

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 and recommended interventions shared with all appropriate staff to support learning.

5.7 Adaptations to the curriculum and learning environment

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 number of Senior Learning Assistants (SLA's) who are trained to deliver phase-appropriate, quality interventions. SLA's can support pupils on a 1:1 basis, in small groups or assist teaching staff to provide additional support for learning in class.

We work with a number of Local Authority partners to provide support for pupils with SEN, including Educational Psychology, Speech and Language, Language and Social Communication Service, Additional Needs and health professionals.

5.9 Expertise and training of staff

The SENCO holds the National SENCO Award.

All our staff participate in regular training to deliver SEN provision, supported by Local Authority partners and external agencies. The training plan is under constant review and adapted to meet the needs of pupils accessing the provision.

5.10 Securing equipment and facilities

Any additional equipment or facilities required to support pupils can be accessed with the support of pupils mainstream schools or the Additional Needs department in the Local Authority.

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 goals at least each term
- Reviewing the impact of interventions every 6 weeks
- Using pupil and parent questionnaires
- Regular discussion with pupils in keyworker/mentoring sessions
- Holding annual reviews for pupils with statements of SEN or EHC plans or feeding into those reviews which are held by mainstream SENCO for dual registered children

5.12 Enabling pupils with SEN and disabilities to engage in activities

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips when they are offered (e.g. PGL, Duke of Edinburgh expeditions)

All pupils are encouraged to take part in sports day/school plays/special enrichment events, etc.

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

See Accessibility Plan and Equality Plan on the school website for further information.

5.13 Support for improving emotional and social development

Providing support for pupils to improve their emotional and social development is our area of expertise.

This support is delivered by very experienced staff throughout pupil/staff contact time, during differentiated personal, social and health education, in 1:1 mentoring sessions and by a number of external partner agencies.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The Alternative Provision Service works with mainstream schools, specialist provision and partner agencies in the Local Authority to access the best available support to meet pupils' SEN and to support their families.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO, Teacher in Charge or Alternative Provision Manager 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

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

Up to date contact details of services available to support parents can be found on our school website and St Helens Council Website. Teachers in Charge and the SENCO are also happy to discuss any support parents may need and facilitate contact with any other services. Dual registered pupil will also have the support of mainstream school staff.

5.17 Contact details for raising concerns

Pupils or parents with concerns should contact Teachers in Charge, the SENCO or the headteacher. If are unsure who to contact, call the relevant school office on the number below.

Key Stage 1&2 PACE 01744 677175

Key Stage 3 PRU 01744 677175

Key Stage 4 PRU 01744 673351

Tuition Base 01744 677522

Alternative Education 01744 677175

5.18 The local authority local offer

Our contribution to the local offer is published on our school website.

Our local authority's local offer is published on the St Helens Council website.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO, Rachel Guyer every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the PRU Management Committee.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Exclusions
- Complaints