

# LAUNCHPAD



## Alternative Provision Service

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

### SEND POLICY 2023

#### 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:** 13<sup>th</sup> March 2023

**Last reviewed on:** 14/07/2021

**Next review due by:** March 2024

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## 1. Aims

Our SEND policy and information report aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Provide pupils with SEND access to all aspects of school life.
- Help pupils with SEND fulfil their aspirations and achieve their best.
- Help pupils with SEND become confident individuals living fulfilling lives.
- Secondary schools only: Help pupils with SEND make a successful transition into adulthood.
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.
- Make sure the SEND policy is understood and implemented consistently by all staff.

## 2. Vision and values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

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

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

### 3. 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
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### 4. Definitions

#### 4.1 Special Educational Needs

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.

#### 4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

#### 4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

| AREA OF NEED                         |   |
|--------------------------------------|---|
| Communication and interaction        | <p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>  |
| Cognition and learning               | <p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia, and dyspraxia.</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul> |
| Social, emotional, and mental health | <p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression, or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</li> <li>• Suffered adverse childhood experiences.</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive, or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>   |
| Sensory and/or physical              | <p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>  |

## 5. Roles and responsibilities

### 5.1 The SENCO

The SENCO is Rachel Guyer who can be contacted at [rachelguyer@sthelens.gov.uk](mailto:rachelguyer@sthelens.gov.uk) and on 01744 677252.

They will:

- Work with the 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 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.

## **5.2 The PRU Management Committee**

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Inform parents when the school is making special educational provision for their child.
- Make sure that the school has arrangements in place to support any pupils with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- Determine their approach to using their resources to support the progress of pupils with SEND.
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice.

## **5.3 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.

## 5.4 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.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

## 5.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- 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.

## 5.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

They will be:

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupils' needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given an annual report on the pupil's progress.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 5.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupils' views will be taken into account in making decisions that affect them, whenever possible.

## 6. SEN information report

### 6.1 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

### 6.2 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. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

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.

When deciding whether the pupil needs special educational provision, 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.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN.
- They are known to external agencies.
- They have an education, health, and care plan (EHCP)

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### **6.3 Consulting and involving pupils, parents and mainstream schools.**

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

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 pupils' records.

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

### **6.4 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.

### **6.5 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.

### **6.6 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.



## **6.7 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.

## **6.8 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.

## **6.9 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.

## **6.10 Securing equipment and facilities.**

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

## **6.11 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.

## **6.12 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.

### **6.13 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.

### **6.14 Working with other agencies.**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

The Alternative Provision Service also works in partnership with mainstream schools and their SENDCO's to access the best available support to meet pupils' SEN and to support their families.

### **6.15 Complaints about SEN provision**

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

### **6.16 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.

### **6.17 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

## **6.18 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.

## **7. 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.

## **8. 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 Policy
- Suspensions and Permanent Exclusions Policy
- Complaints Policy
- Child Protection and Safeguarding