



Youth Challenge Primary and Secondary

SEND Policy

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1. Aims

Our SEN policy and information report aims to ensure that students with SEN are fully included in the life of our learning community at [Youth Challenge](#) and have equal opportunity to fulfil their potential. The policy, in its design and implementation, compliments the school's ethos and aims in identifying and reducing barriers to learning in order to give excluded pupils, and those at risk of exclusion the opportunities that are available to their mainstream peers. All students are entitled to a broad, balanced, relevant and differentiated curriculum. As a school that predominantly educates pupils with a range of social, emotional and mental health needs we recognise daily that all students have individual educational needs which should be taken into account. All students, regardless of their ability and level of need, are entitled to succeed here.

Due to Youth Challenge Primary being a 2 day short term intervention provision, and that pupils are dual registered - the SEND responsibilities lies with the SENCO's within the pupils' mainstream schools. Despite this, we still have a responsibility to be a part of the SEN processes. Our SEND offer is included in more detail in appendix 2 and 4 and in section 5 within the SEND report.

The policy, in its design and implementation, reflects the SEN Code of Practice 2015 and underpinned by the United Nations Convention on the Rights of the Child (UNCRC), with particular reference to: - Article 12 'Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.' Article 23 'A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.' Article 28 'Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity.' and Article 29 'Education must develop every child's personality, talents and abilities to the full; it must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.'

Furthermore, the policy also reflects the Inclusion Development Programme and guidance from the Nurture Group Network on Nurturing Schools. In particular, the policy draws directly from the Six Principles of Nurture Groups in setting out the guiding principles of the Youth Challenge Staff Team:

- Teaching and learning is best approached through a developmental lens, with active awareness of learning differences and learning difficulties
- Classrooms should offer a safe, supportive base from which students can take on the challenge of learning
- There should be a continuous focus on the development of self-esteem, as a fundamental contributor to achievement
- Language and literacy is vital to successful learning and social-emotional well being
- Unacceptable behaviour is best approached as communication of an unmet need
- Transition is significant in the lives of children.

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

2. Definition of need

A pupil is identified as having 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

Youth Challenge follows a widely recognised, cumulative three-tier approach to differentiating levels of need, consisting of:

Social-Structural Models

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| Wave 1 - Universal | School-based approaches designed for the benefit of all students. | Quality First Teaching |
| Wave 2 - Targeted | Additional school-based approaches for small groups of students. | School Support |
| Wave 3 - Personalised | Additional school-based and external agency approaches for individual students. | EHCP |

1. **Quality First Teaching** – primarily classroom-based approaches
2. **SEN Support (formerly divided into and known as ‘School Action’ and ‘School Action Plus’)** – additional school-based and external agency approaches for small groups of students, provided on a short to medium term to address specific barriers to achievement.
3. **EHC Plan** - additional school-based and external agency approaches for individual students, provided on a longer term basis to address persistent barriers to achievement. Students with a Statement of Special Educational Needs are also designated at this stage, with a Local Authority schedule and process in place to transfer.

3. Initial classification of pupils on – roll.

Having been allocated a placement at Youth Challenge, on admission each young person is automatically deemed to have an additional need requiring support above and beyond the first wave in a mainstream setting, ‘Quality First Teaching’. Therefore alongside QFT will sit the elevated support for all pupils that typically come under the umbrella term in having ‘social, emotional and mental health needs’ but may also include a specific learning need (**appendix 2 provision map all pupils**).

This support begins with the provision of a smaller overall setting, higher staff to pupil ratio, a curriculum with a strong social-emotional component and scope for personalisation, smaller teaching groups and a staff body with a high level of expertise in working with social, emotional and mental health needs. Where a pupil is viewed to require more formalised support through an Educational Health Care Plan, Youth Challenge will look to initiate statutory assessment – or where the pupil is dual-registered with a mainstream school, contribute to the statutory assessment process.

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

Youth Challenge builds an initial profile of a student through:

- Risk assessment, using referral information and professional observation
- Baseline testing and screening, conducted within the first two weeks of a student attending Youth Challenge
- Academic tracking, based on subject progress data provided by teachers every half-term
- Engagement tracking, ECM profiling, monitoring attendance and behaviour data
- A progress report meeting for every pupil every half term, collecting the views of teachers and phase 1 and phase 2 progress data, published for each student every term
- Ongoing professional observation, shared daily in keyworking logs, taking into account presentation within Youth Challenge, feedback from parents/carers and any outside agencies.
- Review meetings – and where applicable, Annual Review meetings, Child Action Meetings and EHA reviews. In considering the factors above. Youth Challenge will seek to further clarify and collate evidence that will build up a picture of:

Severity

- Severity may depend on the setting and context in which students are taught
- Severity is a measure of how a student compares with his or her peers across Bolton or nationally
- Where possible it is based on standardised tests, rating scales or structured observation which provide evidence
- Attainment scores/centiles are used as comparisons with other students

Complexity

- Complexity takes account of the number and range of factors which may contribute to a child's SEN.
- It ensures each child is considered as an individual and as a member of the school community.
- The existence of complexities does not necessarily mean that the child's learning will be affected.
- Resilience and an ability to cope means that each child will respond differently.
- Understanding of the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources.
- Personal targets and evaluations should reflect the complexity of a pupil's needs.
- Such complex needs might be due to a variety of issues including;
 - Lack of continuity in education due to moving schools or home setting
 - Missed opportunity for education due to illness or adverse life experiences
 - Bereavement or loss
 - Mental health issues
 - Child protection issues
 - Disability requiring therapy, medical support or equipment

The progress that a child has made in response to any support previously provided –primarily through quality first teaching (including differentiation), school-based intervention and the involvement of outside agencies - is a further consideration in deciding whether a student should move to a higher (or lower) stage within the three tiered framework

4. Roles and responsibilities

4.1 The SENCO

The designated SEN Coordinator - **Clare Ling** undertakes the following duties, with support from; Secondary - Academy Lead (Nick Hockenhill): Byron Billington (Deputy Head), Viki Lyon (Assistant Head, Quality of Education), Gemma Morris (Pastoral Care) Glenn Patterson (Exams Officer) and;

In primary SEN is co-ordinated by Louise Buchanan (Primary Academy Lead) and Jacqui Latham (Primary Teacher -SENCO)

We will do this by;

- Attending meetings such as, transition meetings, PLP Reviews, Annual Reviews, Child Action Meetings (CAM) where issues are or maybe related to SEN
- Undertaking specialist assessments ahead of referral
- Liaising with educational psychologists and other agencies
- Liaising with families and the local authority with regards to the application for and maintenance of EHC Plans
- Communicating with post-16 provision on applications and SEN issues
- Communicating with partner schools on SEN issues relating to reintegration.
- Providing training to Youth Challenge staff on SEN issues – including briefing staff on any new development to arise with a young person

They will:

- Work with the Academy Lead 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 pupils and their parents are informed about options and a smooth transition is planned
- Work with the Academy Lead and governing board 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

Our SEN Governors are Lynda Finney and Sam Kirby

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Academy Lead and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The Academy Lead

- Line manages the SEN Coordinator and works alongside the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Works with the Leadership Team to ensure the quality of SEN provision is effectively deployed across the Academy
- 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
- Schemes of work having scope for differentiation, stretch and inclusion
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Identifying their own needs for training within the whole school responsibility of SEND
- 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:

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

5.2 Types of support and intervention

Youth Challenge places emphasis first and foremost on 'Quality First Teaching', described by researcher John Hattie as, "seeking learning through the eyes of students, appreciating their fits and starts in learning, and their often non-linear progressions to the goals, supporting their deliberate practice, providing feedback about their errors and misdirections, and caring that the students get to the goals and that the students share the teacher's passion for the material being learnt." ('Visible Learning for Teachers', 2011)

In addition to this, Youth Challenge has a number of strategies and interventions used to support students. Examples of these strategies include:

- Nurturing classroom environments with smaller class sizes
- High Staff to child ratio
- 1-to-1 check in and check out sessions with a keyworker, to help students express any anxieties or other difficult thoughts / emotions on arrival at Youth Challenge
- 1-to-1 and small group restorative justice sessions, following an incident

- 1-to-1 and small group numeracy and literacy interventions
- Additional sessions, usually ahead of exams, where a student has gaps in their core subjects
- A range of vocational and alternative education subjects to enrich timetables
- Structured small group activities at break times, for those students with social anxiety
- Access to teaching groups for specific subjects not delivered within Youth Challenge, usually provided through a mainstream school
- Transport to and from school, placements and enrichment activities (subject to availability)
- Visits to placements and mainstream schools supported by a Learning Mentor
- Access, through a referral protocol, to professional-trained counsellors and mental health practitioners
- Assessment and application for access arrangements relating to examinations and other controlled assessment activities
- Youth Challenge places emphasis on each young person developing independence within a larger mainstream setting. This is as important for KS4 pupils preparing to transition to post-16 provision as it is for KS3 pupils on reintegration programmes. In KS2 all children are expected to transition back full time to mainstream.

Youth Challenge Provides;

- Teaching and learning approaches through a developmental lens, with active awareness of learning differences and learning difficulties.
- Fully resourced small class sizes to offer a safe, supportive base from which students can take on the challenge of learning.
- A continuous focus on SEMH (phase 1) needs underpinned by the development of self-esteem, as a fundamental contributor to engagement and independence.
- A 'focused respite' in terms of breaking **phase 1** cycles of conflict often rooted in high-anxiety and fight responses.
- An alternative educational environment that will likely lead to more successful **phase 2** outcomes in terms of achievement of qualifications.
- Spoken Language (Oracy) as a vital role towards successful learning and social-emotional well-being.
- Unacceptable behaviour is approached as communication of an unmet need.
- Transition recognised as a significant period in the lives of our pupils.

6. Identifying pupils with SEN and assessing their needs.

1- Timeframe

Consideration is given to ensuring pupils are engaged enough and emotionally ready to undertake formalised testing in such a way that will provide a meaningful picture of their current capabilities.

It is agreed that that standardised attainment and emotional testing should aim to be completed within the first two weeks of a student's time at Youth Challenge, attendance and engagement permitting.

Critical data around previous history including attendance is also encompassed within the building up of a **narrative of a student on admission** including the views of parents/carers and professional reporting / observations / feedback from staff and external agencies.

| Assessment | Purpose |
|---------------------|--|
| Access Reading | To identify areas of specific strengths and weakness within reading skills. To provide a standardised reading score that highlights students who may need additional support or further investigation. |
| Diagnostic Spelling | Given to students who have a low standardised spelling score (indicated by the WRAT spelling test) in order to identify specific areas of difficulty in spelling, e.g. prefixes, vowel combinations, consonant clusters. |
| English & Maths | To arrive at an accurate picture of a student's potential in each core subject, whilst considering any incoming data provided by schools, students undertake a 'subject baseline' |
| KBIT | To identify high-risk children who may require a more comprehensive evaluation |
| SDQ | Strengths and Difficulties Questionnaire (SDQ) is a brief emotional and behavioural screening questionnaire for children and young people |
| TAPs | Specific classroom habits that have become barriers to learning (appendix 3) |

2- Subject Assessment

To arrive at an accurate picture of a pupil's potential in each core subject, whilst considering any incoming data provided by schools, students undertake a 'subject baseline'.

3) Screening

It is important that the prescribed test conditions for these tests are adhered to. Advice, support and supervision can be provided by the SEN Coordinator.

Where scores are a cause for concern, a referral may be required for 'deeper' testing. I.e. where there are discrepancies, very low scores etc.

It is important that any reporting of these scores to students and pupils/carers is carried out sensitively – particularly in relation to use of 'age equivalent scores', 'percentile ranks' and score classifications ('average', 'below average', 'superior etc.).

In some instances, where a pupil refuses a particular format of test, an alternative format which tests the same area may be used instead.

4) Emotional and Social Assessment

To arrive at an accurate picture of a student's social and emotional competences, a number of standardised tests are used. These include:

- Every Child Matters (ECM) profiling under the headings: stay safe; be healthy; enjoy and achieve; make a positive contribution; economic well-being
- BOXALL
- Resilience Scale
- Strengths and Difficulties Questionnaire (SDQ)

Reports from the above tests are used to inform personal target settings and reviews; plus shape the planning of enrichment interventions.

5) Setting for a baseline for Behaviour for Learning

As a Pupil Referral Unit Youth Challenge tracks the progress of each student's general development, engagement and performance within the classroom environment using the *Approach to Learning ('TAPS')* grid / scale. This then informs our social-emotional support in the form of key-working, which in attempting to equip each pupil with strategies for a return to a mainstream setting.

- The Approach to Learning ('TAPS') grid / scale is shared with the pastoral / SLT colleague attending the admission meeting from the mainstream school – they are asked to complete it based on their knowledge of the young person.

Alongside entry profiling, class teachers and keyworkers will make regular assessments of progress for all pupils and identify those whose progress in **phase 1 and phase 2 outcomes**:

- A closing of the attainment gap between the child and their peers
- Prevention of the attainment gap growing wider
- Matching or bettering the child's previous rate of progress and taking account of their difficulties
- Progress that ensures access to the relevant curriculum
- Progress that demonstrates an improvement in self-help, social or personal skills
- Progress that demonstrates improvement in confidence, self-esteem or behaviour
- Engagement in school life and learning evidenced primarily by attendance and behaviour data

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

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision 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.

Finally, the identification of students with SEN and the planning and delivery of responses is seen as the responsibility of every member of staff.

7. Consulting and involving pupils and parents/carers.

We will have an early discussion with the pupil and their parents 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'/carers' 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.

We will formally notify parents/carers when it is decided that a pupil will receive SEN support.

8. Assessing and reviewing pupil's progress towards outcomes.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** (see appendix 1)

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 and 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.

8.1 Supporting pupils moving between phases and preparing for adulthood

At moments of transition to and from Youth Challenge, we will share/request information with the mainstream school, college, or other setting the pupil is moving to/from and advise on SEND status. There will be an agreement with parents and pupils which information will be shared as part of this.

1. Copy of EHCP and any AR documents accumulated
2. Copy of BIT provision maps to outline what interventions have happened and when
3. Copies of Intervention records
4. Copies of access arrangements where appropriate
5. Copies of reports by all agencies

All of this will accompany a phone call to the SEND lead at the forwarding provision and all documents will be sent securely by Egress.

8.2 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 and within the wrap around specialism for pupils with social, emotional and mental health needs.

Social, emotional and mental health difficulties

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These externalized behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other pupils may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Cognition and learning

Support for learning difficulties may be required when a pupil learns at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties, (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use, commonly accepted, social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Pupils with an Autism Spectrum Disorder, are

likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

8.3 Adaptations to the curriculum and learning environment

From entry all pupils have a provision map **see appendix 2**. We make the following adaptations to ensure all pupils' needs are met:

- Adapting classroom layout and displays to suit the needs of SEMH pupils
- 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. writing scaffolds/frames, facilitating alternative methods to enable pupils to read for understanding and record ideas as a precursor to written work.

9. Additional support for learning

We have 14 learning mentors who are trained specifically to work with SEMH pupils providing:

1. In-Class Support: Supporting pupils and teachers in lessons to ensure High Quality Teaching & Learning at first point of access by providing professional advice on individual students, adapting resources, providing support strategy banks for common difficulty areas and contributing to planning.

2. Deploying additional staffing to support curricular, enrichment and social activities through a 'person-centred' approach, flexibly and according to where there is an identifiable and evidenced need.

3. Intervention: Supporting pupils in developing essential learning habits for the mainstream classroom – primarily through Key Worker interventions, mentoring and study skills interventions.

Delivering effective intervention to raise functional language and literacy skills of identified pupils with a view to them gaining greater access to and achieving higher grades across the mainstream curriculum. Delivering effective intervention to raise functional numeracy skills of identified students with a view to them achieving higher grades within the mainstream Maths curriculum and related subjects.

9.1 Expertise and training of staff

Our staff are all experts at working in an SEMH school. Our SEN coordinator in secondary has several years experience of working in a range of specialist educational settings and as a teacher of Maths. In primary the teacher has 15 years of working as a SENCO in a mainstream setting, we also have staff who have experience of working at camhs as specialist teachers/mentors.

We have a team of 14 Learning Mentors who are all trained in de-escalation and positive behaviour approaches. In the last academic year, staff have been trained in oracy, speech and language, reading, mindset, recall and the retention of knowledge and effective lesson support. We work very closely with our Educational Psychologist and Ladywood Outreach in having a strategic approach to identifying the training need and embedding the knowledge to improve the outcomes for our pupils. We use specialist staff for analysing KBIT screening, working one to one with specialist dyslexia interventions, speech and language interventions.

10. Evaluating the effectiveness of SEN provision

The SENCO is directly line managed by the Academy Lead. The SENCO, in keeping with school policy on line management of Support staff, monitors performance and draws primarily on observations of support sessions in conjunction with attainment data. Monitoring of performance draws primarily on observations of lessons in which Learning Mentors are acting as support, quality assurance of administrative tasks, and where appropriate, feedback from parents/carers and pupils.

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil and parent questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

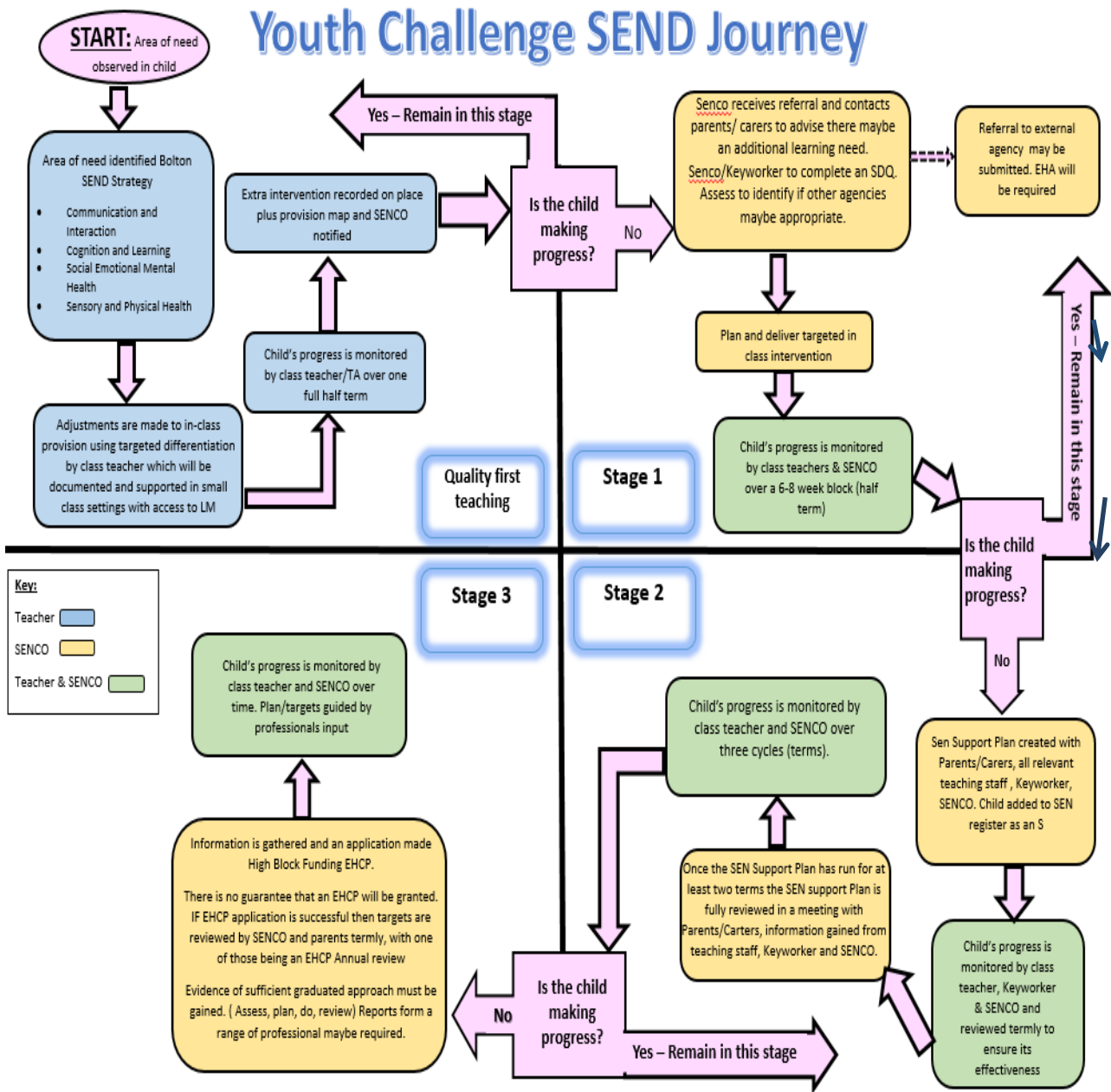
To maintain good practice and contribute to CPD, The SENCO regular leads Departmental meetings and briefings across the Academy. To maintain good practice and form the basis of departmental CPD sessions, The SENCO will make available a number of resources with strategies to support pupils with SEN can be accessed secured shared area: teaching / send / resources. The secondary SENCO manages a send CPD library which is a resource to support all staff and it is included within the staged response to SEN. The SENCO's also access the Trust and LA SEND hubs.

10.1 Complaints Procedure

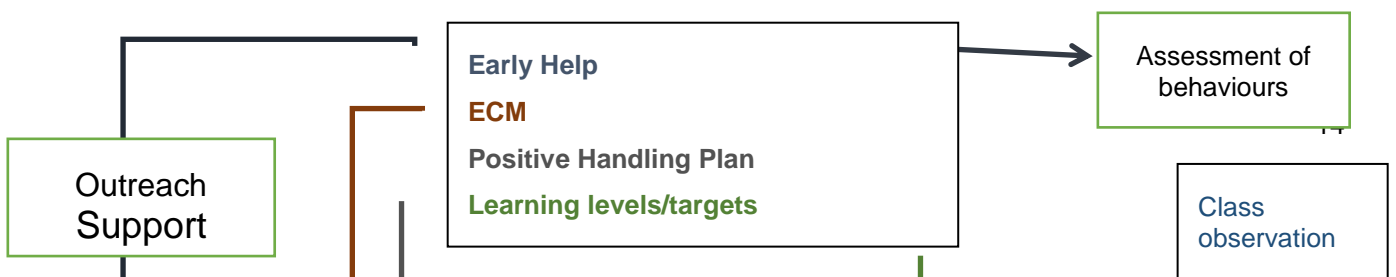
Concerns or complaints raised by parents are normally dealt with directly through telephone calls or interviews with the SENCO or other involved staff and records of these concerns or complaints are kept. Concerns that cannot be resolved in this way will follow a line of referral, involving the school's Assistant Head teacher, the Academy Lead or the school's Governing Body. When necessary, parents will be supported in taking concerns to the Local Education Authority and fully informed of SEN Disagreement Resolution Procedures and SEN Tribunal Procedures. Information regarding external support groups, such as 'Bolton Information Advice' – formerly known as Parent Partnership, will also be made available.

Appendix 1: Youth Challenge Secondary SEND Journey

Youth Challenge SEND Journey



Appendix 2: Youth Challenge Primary Admission Procedures/SEND Journey



School Re
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Appendix 3 Youth Challenge Secondary Provision Map for All

| Date | Desired outcome of the intervention/ provision | Interventions Available or in place | Additional support in place | Specialist involvement |
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| For learners to improve/maintain their attendance to a bespoke target | <p>Assisted transport to and from YC</p> <p>Learning mentor to meet and greet</p> <p>Nurturing environment</p> <p>Group sizes no larger than 8 in classes and 15 in sport</p> <p>High Staff to child Ratio 1:4 Staff to child maximum.</p> | <p>Minibus staffed by 2 learning mentors 1- drives 1-supports learners</p> <p>SEMH Experienced whole staff Team</p> | <p>Specialist SEMH Learning Mentor</p> <p>Specialist SEMH Learning Mentor</p> |
| | <p>Phone call home for unexplained absence within two hours of the official start of school</p> | <p>Pastoral Manager & DSL to oversee</p> | |
| The learner is able to find apply appropriate strategies to be able to focus in lessons and participates in academic learning | <p>Baseline tests- KBIT, ACCESS Numeracy and literacy on entry, then every September to identify additional needs</p> <p>Short, varied, multisensory tasks, clear beginning and defined end.</p> | | <p>Subject specialist teacher and LM experienced in SEMH</p> |
| | <p>Small steps teaching programme</p> <p>Small group teaching (8 or less) with additional LM support</p> | | <p>Subject specialist teacher and LM experienced in SEMH</p> |
| | <p>Differentiated, curriculum to meet needs- needs assessed and reviewed using assessment and observation.</p> | <p>Teacher to individually differentiate all lessons. LM to support focus</p> | <p>Subject specialist teacher and LM experienced in SEMH</p> |
| Applies positive learning behaviours in the classroom environment | <p>Clear rules and expectations</p> | <p>Teacher ensure inclusive & differentiated work planned and delivered</p> <p>LM to refocus attention as directed by teacher</p> | <p>Subject specialist teacher and LM experienced in SEMH</p> |
| | <p>Highly visible rewards system</p> <p>Rewards reflect effort concentration or attention or task completion</p> | | <p>All staff experienced in SMEH</p> |

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| Work co-operatively with peers within a small group | Highly structured environment Rewards system linked to individual behaviour targets | | LM trained in SEMH to monitor and support |
| | Adult support to encourage active listening and turn taking, and offer prompting with reminders of expectations | | Additional adult (LM) experienced in SEMH |
| Displays a positive attitude towards school | Nurturing, highly structured environment | | All staff trained in SEMH |
| | Small group teaching with max 8 pupils | | Teacher and LM in each group |
| | Individual mentoring to promote positive attitudes and develop self-awareness | | SEMH trained Keyworker/Leading mentor |
| Associates positively with peers during enrichment activities and unstructured times | Sports and creative activities | LM, funding for each activity | |
| | Staff support throughout activities and all unstructured times | Teacher or LM Finance for off-site provision | |
| Treats peers and adults with respect | Role modelling from all adults | All staff | |
| | 1-1 Mentoring to support social skills development | | Trained LM |
| | Clear rules and expectations linked to rewards and consequences | All staff | |
| Develop personal skills for post 16 and provide post 16 opportunities | Engage with Connexions regularly regarding Post 16, take part in college visits and employment fairs with support | Teacher, form tutors, Pastoral Team | Connexions |
| Develop interpersonal skills and encourage maturity | Work in the community with support doing charitable support/ | | |

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|--|--|--|---|--|
| | | volunteering | | |
| | Reduction in the incidents of leaving classroom without permission | Monitor absconding from lesson via points system | Staff to record all incidents of absconding from lesson on school points system | |

Appendix 4: Youth Challenge Primary Provision Offer by Area of Need and Wave of Support

| Area of Need: Cognition and Learning | | |
|---|--|--|
| All pupils, where appropriate | For some pupils | For a few pupils |
| <p>The mainstream schools provide up to 3 learning targets for the children in Maths and English.</p> <p>Access to Maths, English, topic and mentoring lessons daily.</p> <p>Differentiated planning, activities, delivery and outcome linked to their personalised targets and their ability.</p> <p>Baseline assessments and weekly/termly assessments by a mastery system</p> <p>Weekly academic progress monitoring.</p> <p>In class support from teacher</p> <p>In class support from experienced learning mentors.</p> <p>Small group teaching.</p> <p>1:3 adult support in the classroom</p> <p>Access to ICT across the curriculum.</p> <p>30 minute targeted reading per week</p> <p>Small nurturing environment.</p> <p>Liaison with teachers in their mainstream schools.</p> <p>Written reports twice per term shared with parents and mainstream schools.</p> <p>Visual timetable</p> <p>Weekly homework</p> <p>A read at home book to encourage reading at home with parents</p> <p>Themed days throughout the school year, including celebration of British Values.</p> <p>Liaison with the mainstream school weekly</p> <p>Learning walls for Maths and English in the classroom</p> <p>Parents informed of their targets on admission and reviewed with them twice termly.</p> <p>Support in their mainstream classroom on a Friday.</p> <p>Reintegration support for pupils going back into mainstream school.</p> <p>Rewards for independent working in the classroom.</p> | <p>Personalised visual timetable – now and next</p> <p>1:2 adult support in the classroom</p> <p>Quiet table in the classroom with access to listening to classical music whilst working.</p> <p>Use of coloured overlays and paper.</p> <p>Large print text.</p> <p>Time out card</p> <p>I need support cards</p> <p>Privacy boards.</p> <p>Reintegration support for pupils going back into mainstream school.</p> <p>Support with EHCP applications with their mainstream schools</p> <p>Learning areas outside the classroom.</p> <p>Support with the EHCP application</p> <p>Fidget/distraction equipment</p> <p>Mainstream school staff visit the children whilst at YCP</p> | <p>Liaison with Ladywood Outreach Service</p> <p>Liaison with the Educational Psychologist involvement</p> <p>Working out of class with support to reintegrate them for increasing periods of time.</p> <p>1-1 adult support in the classroom</p> <p>Personalised 1-1 timetable in class support with breaks</p> |

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| All classroom resources supplied to them. | | |
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| Area of Need: <i>Communication and Interaction</i> | | |
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| All pupils, where appropriate | For some pupils | For a few pupils |
| <p>Planned admissions policy, show rounds, uniform, discussion of needs with parents.</p> <p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words etc.</p> <p>Clear staffing structure</p> <p>Structured and clear school and class routines.</p> <p>Calm environment</p> <p>Daily feeling faces, emotions board</p> <p>Read aloud with the class daily</p> <p>Daily reflection time</p> <p>Small group mentoring lessons.</p> <p>Support from experienced staff with expressing themselves effectively</p> <p>Supervised break and lunchtime activities.</p> <p>Small class settings to encourage positive interaction</p> <p>Liaison with parents to share relevant information.</p> <p>Labelling of areas, resources etc</p> | <p>In class support with focus on supporting speech and language.</p> <p>Speech and language intervention e.g. Lego Therapy</p> <p>Communication cards/ Feelings symbols.</p> <p>Calm down kits with visual reminders</p> <p>Social communication checklist</p> <p>Daily recording of social communication difficulties</p> <p>Reports written to support the EHCP process</p> <p>Individual visual timetable now/next</p> <p>Assess these needs and feedback to school and relevant agencies</p> <p>Planned seating arrangements</p> <p>Liaison with transport – specific needs catered for on transport.</p> | <p>Speech and Language support / advice</p> <p>Advice/ Input from Ladywood Outreach Service</p> <p>Support a referral to speech and language service</p> <p>Reports written for CAMHS</p> <p>Liaison with Educational Psychologist</p> <p>Social communication pack of resources for parents</p> |

| Area of Need: Emotional, Behavioural and Social | | |
|---|---|--|
| All pupils, where appropriate | For some pupils | For a few pupils |
| <p>Allocation of key mentor.</p> <p>All staff MAPA trained</p> <p>Uniform provided</p> <p>Transport provided to and from home via a taxi</p> <p>Social and emotional support throughout the day by experienced members of staff</p> <p>Earn time twice daily</p> <p>Safeguarding policy</p> <p>Very Important Pupil daily – picture sent home</p> <p>Attendance tracked and monitored with clear procedures.</p> <p>ECM profiling from admission to reintegration</p> <p>Whole class visual timetable</p> <p>Whole school behaviour policy.</p> <p>Regular contact with parents/carers to discuss behaviours, both positive and negative</p> <p>Reports and Review meetings in school</p> <p>Whole school sanction and reward system.</p> <p>Personalised behaviour tracker and reward system</p> <p>Whole school/ class reward and sanctions systems.</p> <p>In class pastoral support.</p> <p>Access to trusted adult at all times.</p> <p>Attend EH meetings in school</p> <p>Specialised training for staff (FGM, CSE, Prevent)</p> <p>2 full-time safeguarding officer onsite.</p> <p>All religious, cultural, social and gender needs met.</p> <p>Daily pastoral meetings to share information and agree action/ monitor outcomes.</p> <p>Text message service to share information with parents.</p> <p>Healthy food and drink provided at breakfast, break and lunch.</p> <p>Nurture practice in classrooms (staff eating with pupils during break and lunch time).</p> | <p>Parent groups held fortnightly.</p> <p>Liaison with medical professionals</p> <p>Liaison with mental health practitioners</p> <p>Liaison with BSS/Aspire</p> <p>Home visits</p> <p>Clear strategies to support behaviour out of class</p> <p>Personalised visual timetable</p> <p>Reflection room/time</p> <p>1-1 support in class</p> <p>Attendance at camhs</p> <p>Liaison with external agencies</p> <p>Meet toileting needs, medical or other.</p> <p>Support transition to secondary school</p> <p>Support the transition to the Forward Centre, Lever Park or Rumworth</p> | <p>Behaviour pack of resources for parents</p> <p>Individualised rewards, soothers, interests and comfort</p> <p>Needs met.</p> <p>Individual counselling session with qualified practitioner.</p> <p>Staff transport to and from home occasionally.</p> |

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| <p>Clear behaviour tracker</p> <p>Celebrate birthdays</p> <p>Celebrations around movement back to school successfully</p> | | |
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| Area of Need: <i>Sensory and Physical</i> | | |
|--|--|--|
| All pupils, where appropriate | For some pupils | For a few pupils |
| <p>Flexible teaching arrangements.</p> <p>Staff training in relevant area.</p> <p>Access to pencil grips.</p> <p>Access to distraction/ sensory equipment.</p> <p>Independence encouraged throughout the school day.</p> <p>First aider on site.</p> | <p>Additional fine motor skills practice.</p> <p>In class support for access, safety etc.</p> <p>Individual support in class during appropriate subjects.</p> <p>Use of overlays, coloured paper.</p> <p>Liaison with medical professionals</p> <p>Quiet classroom for 1-1 teaching</p> <p>Ear defenders</p> <p>Toileting needs medical or other.</p> <p>Allergies catered for</p> <p>Individual seating plan in the classroom</p> | <p>Advice/ Input from Ladywood Outreach Service</p> <p>Use of appropriate resources</p> <p>Bespoke equipment to meet individual need.</p> <p>Use of appropriate resources, liaison with medical professionals.</p> <p>Specialist training if required for Epilepsy</p> |

Appendix 5: TAPS – Approach to Classroom Learning in Secondary

| <i>Approach to Classroom Learning</i> | | | | |
|---------------------------------------|--|--|--|--|
| Grade | Approach to Tasks | Approach to Adults | Approach to Peers | Approach to Self |
| 4 Accomplished | <p>Works to complete a task – self-motivated by desire to learn. Ask questions about how to improve further.</p> <p>Works independently within set time limits, usually keeping a steady pace including reviewing their own work.</p> <p>Whilst having preferences for certain task types over others, will nonetheless take care with those they find difficult / dislikeable.</p> | <p>Seeks interaction in a positive way, showing patience in waiting for a response.</p> <p>Works with a range of adults – copes well with new staff.</p> <p>Acts on advice and criticism – will actively seek advice on how to improve.</p> | <p>Recognises and respects peers – their own learning needs, differing opinions, varying moods etc.</p> <p>Works collaboratively with peers –problem-solving, negotiating, delegating roles, presenting and supporting.</p> | <p>Self-manages own feelings and rarely seeks support.</p> <p>Can discuss their own strengths and areas for development in a pragmatic, matter-of-fact way.</p> <p>Will try out two or more ways around a problem before seeking extra support.</p> |
| 3 Competent | <p>Works to complete a task, occasionally needing extra incentive of a material reward <u>and/or</u> reminders of sanctions.</p> <p>Works within set time limits, but may rush through work rather than keeping a consistent pace. Often requires support on specific issues.</p> <p>Expresses some preferences for certain task types over others, which at times can impact on effort and output.</p> | <p>Seeks interaction in a positive way most of time and usually responds positively to adults initiating interaction – on the odd occasion can be somewhat demanding of adult <u>and/or</u> avoiding.</p> <p>Works well with most adults, particularly once familiar with them.</p> <p>Receptive to advice and criticism – but will often need repetition before acting on it.</p> | <p>Generally works alongside peers peacefully– although sometimes oblivious to the needs of others.</p> <p>Will work closely / alongside peers and can talk about aspects of learning but finds deeper collaborative learning difficult - requiring modelling and step-by-step guidance.</p> | <p>Has started to use own strategies to manage feelings – including requesting extra support.</p> <p>Will list some strengths and areas for development – but some will be overly-general and/or more focused on interests / preferences.</p> <p>Will try to solve a problem using a taught method before seeking extra support.</p> |
| 2 Requires Improvement | <p>Completes some but not all work – work often lacks care and attention. Is generally responsive to rewards and sanctions.</p> <p>Struggles to complete tasks within set time limits. Requires regular support / personalisation.</p> <p>Has a limited selection of tasks they can identify as enjoying and/or being successful in – may tend to passively accept tasks as 'work' or dismiss lots of tasks as 'boring' etc.</p> | <p>Tends to fluctuate. At times will seek interaction in a positive way and respond to those adults who initiate interaction in a positive way. At other times will dismiss any interaction and/or seek interaction negatively.</p> <p>Has some adults they enjoying working with, but this tends to be quite rigid in terms of who they trust / mistrust. Observed to struggle adapting to new adults.</p> <p>Sometimes listens to advice and criticism – but can respond negatively.</p> | <p>Works alongside peers peacefully most of the time. Will sometimes attempt to distract or dominate peer groups and/or will find peer groups intimidating and may appear on the fringe.</p> <p>Has one or two 'favourite' peers that they can alongside with and share specific bits of knowledge or opinion. Requires constant adult support for more advanced collaborative learning.</p> | <p>Has some recognition of their own mood changes, but often needs support putting in place to manage feelings.</p> <p>Struggles to list strengths and areas for development – has a limited or skewed view.</p> <p>Will problem solve, but only really when provided with step by step guidance. At times will give up quickly.</p> |
| 1 Major Concern | <p>Is currently producing very little work. Is unresponsive to rewards and sanctions.</p> <p>Struggles to start tasks within set time limits, including with support / personalisation – may present as having a 'fear of failure'.</p> <p>Cannot readily identify tasks they enjoy / are successful at – will tend to passively accept tasks as 'work' or dismiss lots of tasks as 'boring' etc.</p> | <p>Spends more time avoiding interaction and/or seeking interaction negatively than positive attempts. Routinely struggles to interact with adults.</p> <p>Struggles to build up basic trust / boundaries / relationship with adults. May seek to undermine and/or confront adults as guiding figures in classroom – or avoid them due to high-anxiety / mistrust.</p> <p>Tends to reject and/or respond very negatively to advice and criticism.</p> | <p>Struggles to work alongside peers without causing substantial disruption.</p> <p><u>and/or</u></p> <p>Tends to exist alongside peers rather <i>with</i> them – may interact only in a defensive way or may not interact at all and 'self-isolate'.</p> | <p>Struggles to identify own feelings and mood changes – tends to be impulsive and/or passive in dealing with feelings.</p> <p>Has little or no awareness of strengths and areas for development. May have a distorted, simplistic view of their capabilities.</p> <p>Rarely attempts to solve problems, appears helpless – even when provided with steps.</p> |