



# Youth Challenge 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 Secondary School** 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 the opportunities that are available to their mainstream peers wherever possible. 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 and supported to succeed here.

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... 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. DEFINITIONS 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*

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

1. *Quality First Teaching* – primarily classroom-based approaches including adaptive teaching and scaffolding.

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 half term of a student attending Youth Challenge.
- Academic tracking, based on subject progress data provided by teachers every half-term
- Engagement and behaviour tracking, completed for every aspect of the day for all students, monitoring attendance and behaviour data.
- A progress report meeting for every pupil at least every half term, collecting the views of teachers and phase 1 and phase 2 progress data, published as a report termly for each student.
- Ongoing professional observation, shared daily in Keyworking logs, weekly in pupil updates taking into account a student's all round presentation within Youth Challenge, feedback from parents/carers and any external agencies.
- Review meetings – and where applicable, Annual Review meetings, Child Action Meetings and Early Help Reviews.

In considering the factors above, Youth Challenge will seek to further clarify and collate evidence that will build up a picture of:

#### Severity of need

- 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 of need

- Complexity takes account of the number and range of factors which may contribute to a child's SEND.
- 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 factors including;

- Lack of continuity or stability in education due to moving schools or home or both
- 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 adaptive teaching and scaffolding, school-based intervention and the involvement of external 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 SEND Coordinator Clare Ling undertakes the following duties, with support from Byron Billington (Deputy Head), Viki Sutton (Academy Lead & quality of education), Gemma Morris (Personal Learning Lead) Kelly Shacklady (Exams Officer) Collette Morris (Designated Safeguarding Lead)

:

- Attending meetings such as, PEPs, transition meetings, PLP Reviews, Annual Reviews, Child Action Meetings (CAM) where issues are or maybe related to SEND
- Undertaking and co-ordination of specialist assessments ahead of referral for a range of needs
- Liaising with educational psychologists, Local Authority and other agencies regarding SEND
- Liaising with families and the local authority and external agencies with regards to the application for and maintenance of EHC Plans
- Communicating with post-16 provisions regarding appropriate SEND data sharing
- Communicating with a range of secondary provisions, specialist provisions and alternative provisions schools regarding SEND relating to reintegration.
- Providing training to Youth Challenge staff on areas relating to SEND– including briefing staff on any new development to arise with a young person and proving access to relevant training for all staff for unusual are specific needs.

They will:

- Work with the Academy Lead and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, those identified as SEN support and those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and external agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated response approach to providing SEND support and monitor the use of provision maps to support the assess, plan, do, review process.

- 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 SEND up to date.

#### **4.2 The SEN GOVERNOR**

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

#### **4.3 THE ACADEMY LEAD**

- Line manages the SEND Coordinator and works alongside the SEND governor to determine the strategic development of the SEND policy and provision in the school
- Works with the Leadership Team to ensure the quality of SEND provision is effectively deployed across the Academy
- Have overall responsibility for the provision and progress of learners with SEND

#### **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, learning mentors 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 adaptive teaching, scaffolding, stretch and inclusion
- Working with the SENDCO 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 SEND 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), Oppositional Defiance Disorder (ODD) and a range of Neurodiverse conditions.
- Cognition and learning, for example, dyslexia, dyspraxia, tourettes syndrome (SpLD-Specific Learning difficulties)
- Communication and interaction, for example, Autistic Spectrum Disorders (ASD) and speech and language difficulties (SLCN)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, and epilepsy.
- Moderate/severe/profound and Moderate Learning Difficulties. (Mld) Global learning difficulties/delay (GLD)

### 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 misdirection, 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 and a named keyworker
- High Staff to child Ratio 1:3 KS3 and 1:4 KS4 during structured and unstructured times
- 1-to-1 check in and check out sessions with a keyworker, to help students express any anxieties or other difficult thoughts / emotions available regularly
- 1-to-1 and small group restorative conversation sessions, following an incident that may have led to upset for the learner or staff
- 1-to-1 and small group numeracy and literacy interventions and pastoral 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, all with qualifications attached to provide holist learning opportunities
- Structured small group activities at break times, for those students with social anxiety who may struggle in the larger groups
- Transport from school to enrichment activities and sports and to the bus interchange at the end of the day (subject to availability and suitability) and support for students and families applying for support with transport and assisted transport wherever applicable.
- 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.
- Support for KS4 pupils preparing to transition to post-16 provision with supported visits and SEND liaison with Post 16 providers and an adaptive careers curriculum.
- A range of support for KS3 pupils on reintegration programmes and liaising with their SEND team when transitioning in and out of Youth Challenge.
- A reading programme for whole school designed to adapt to each child's needs individually (BEDROCK)

### **Youth Challenge Provides**

- Teaching and learning approaches through a developmental lens, with active awareness of learning differences and learning difficulties and a focus on removing barriers to accessing education.
- 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 and pastoral needs underpinned by the development of self-esteem, as a fundamental contributor to engagement and independence.
- A 'focused respite' in terms of breaking destructive and disruptive cycles of conflict often rooted in high-anxiety and fight responses.
- An alternative educational environment that will likely lead to more successful academic, vocational and educational outcomes in terms of achievement of qualifications.
- Spoken Language and communication skills (Oracy) as a vital role towards successful learning and social-emotional well-being.
- Development of Emotional Coaching, resilience and self-esteem building through approach, language and pastoral support.
- Unacceptable behaviour is always approached as communication of an unmet need.
- Transition recognised as a significant period in the lives of our pupils.
- A focus on supporting the needs of learners who have experienced trauma at various levels and a whole school approach to accessible learning.

## **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.

A range of assessments are used which include, but are not limited to:-

<b>Assessment</b>	<b>Purpose</b>
Diagnostic Spelling	Given to students who have a low standardised spelling score (indicated by the WRAT4 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 "snapshot" followed later by "subject baseline"
KBIT II	To identify cognitive levels, verbal and non-verbal and composite IQ. This supports in identification of potential SEND needs
SDQ	Strengths and Difficulties Questionnaire (SDQ) is a brief emotional and behavioural screening questionnaire for children and young people
Wrat 4	To assess single word reading, sentence comprehension/completion, spelling and Numeracy standardised scores on entry to Youth Challenge which identify specific areas of need and potential learning difficulties.

## 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 snapshot initially and then a subject baseline up to 6 weeks later to gather an accurate point of reference to gaps in learning as well as potential.

## 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. This could be a specialist literacy or numeracy practitioner or an educational psychologist.

The SEN Coordinator will also refer for ADHD and ASD where applicable.

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 assessments and observations are used. These include but are not limited to:

- Every Child Matters profiling under the headings: stay safe; be healthy; enjoy and achieve; make a positive contribution; economic well-being
- Strengths and Difficulties Questionnaire (SDQ)
- Connors and Vanderbilt for specific enquired into ADHD
- Cambridge questionnaire for ASD
- Becks question for emotional dysregulation

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

Utilising data from the previous setting, observation and resiliency scores at entry, class teachers and keyworkers will make regular assessments of progress for all pupils and identify those whose progress in behavioural, pastoral, personal and academic areas:

Strong home/school liaison to encourage parents and carers to identify their concerns and ideas regarding the issues that maybe underpinning behaviour.

- 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
- Use of Keyworking to identify behavioural triggers and monitoring these to identify patterns.

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 SEND. 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 SEND and the planning and delivery of responses is seen as the responsibility of every member of staff.

## 7. CONSULTING AND INVOLVING PUPILS AND PARENTS AND 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 PUPILS' 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 the SENCO will share information with the school, college, or other setting the pupil is moving to 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 and strategy sheets
4. Copies of access arrangements where appropriate

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

### **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 adapted and scaffolded for individual pupils and within the wrap around specialism for pupils with social, emotional and mental health needs or other identified SEND.

#### **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, including Asperger's Syndrome and Autism, 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
- Adaptive teaching and scaffolding 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 and staff training
- 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 a range of learning Mentors who are trained specifically to work with SEMH pupils providing: The number will fluctuate according to learner need but we maintain a ratio of 4 learners to 1 Staff at all times. Learning mentor's responsibilities are;

**1. In-Class Support:** Supporting pupils and teachers in lessons to ensure Quality First Teaching & Learning. They are a 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 has several years' experience of working in a range of specialist educational settings and as a teacher of Maths. We

have a team of at least 14 Learning Mentors who are all trained in de-escalation and positive behaviour approaches. Some have specialist training in anger management and in the 2023-2024 academic year, staff received training in:

- Dyslexia and its impact and how to recognise signs and how to adapt your teaching accordingly.
- Emotion Coaching and the effective use of language to support trauma in learners
- speech and language and communication, what it looks like and how we can provide basic support and how it co-occurs with other areas of SEND.
- mind set and wellbeing
- Metacognition- recall and the retention of knowledge
- How to support learning effectively
- Neurodiversity- ADHD, ODD, ASD
- Dyspraxia and Epilepsy
- Trauma and Trauma informed approaches and PACE

The SENDCO delivers a range of in house training and Youth Challenge works very closely with our Educational Psychologist to enable 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 KBIT2 screening, WRAT 4 screening and working one to one with specialist dyslexia interventions, speech and language interventions.

In 2024-2025 we intend to further enhance our Staff knowledge and understanding of trauma and the importance of trauma and developing a trauma informed approach. Access arrangements, what they are, how they impact the learner and how we use them, dyslexia and Irlen syndrome, Neurodiversity and co-morbid conditions, cognitive processing, speech, language and communication needs (SLCN) and difficulties with all areas of cognition and learning, all delivered in house by the SENDCO, supported by the Educational Psychologist. All staff also have access to optional CPD in SEN throughout the year.

## **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

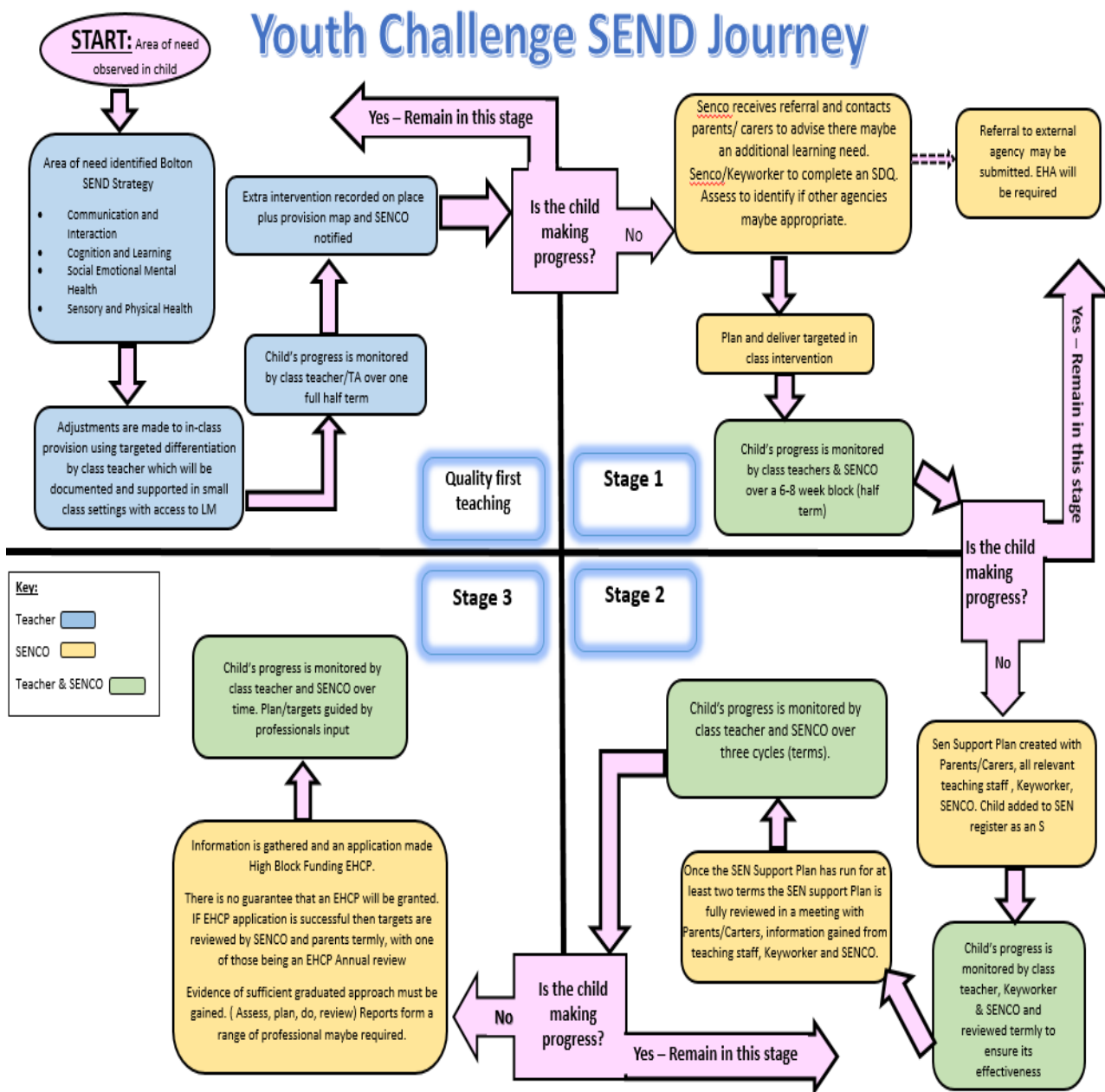
To maintain good practice and contribute to CPD, The SENCO regularly leads Departmental meetings and briefings across the Academy. To maintain good practice and form the basis of departmental CPD sessions, The SENCO will make available a number of resources with

strategies to support pupils with SEN can be accessed secured shared area: teaching / send / resources.

### **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.

# Youth Challenge SEND Journey





## Appendix 2

Whole school provision map- some learners also have a personalised map that runs along side this which may include bespoke timetables, specialist referrals, or additional alternative offers, or for KS4 work placements. Impact of interventions are reviewed and revised as required.

**Name:**

DOB- DOA-	ASSESS	PLAN	DO			REVIEW		COST to school
	Key findings/outcomes from observations / assessments / review	Targets agreed with parents and specialist support service to address the identified needs	Intervention in place (e.g. Sounds-Write, Anger Management etc.)	Who is delivering the intervention	How often is this being delivered – please list any exceptions to this	Date of review of targets with parents and specialist support service	Progress towards target 1–5 (AR ranking)	
Whole School offer From Term 1	Unable to engage effectively in a mainstream environment	Re-engage with education and attend well	Learning Mentor to Meet and Greet at the door  Phone call home for unexplained absence within 2 hours of school day	Level 6 Learning Mentor  Attendance Officer	Every morning  As required	Half termly		Cost of PRU Placement
	Unable to take part in learning effectively previous exclusions and behavioural incidents have led to gaps in learning	To be able to identify missed areas of learning and to enable learners to learn effectively and reach individual potential.	Baseline tests (KBIT, WRAT 4, Numeracy and Literacy) to support identification of additional and SEND needs	SENCO Assessor Specialist SEN Staff	On Entry	n/a		

Learner is dis-engaged from most academic lessons	To engage effectively and positively in a learning environment.  To be able to select and apply appropriate learned strategies to focus in lesson and participate in academic learning	Nurturing and highly structured environment  Group sizes no more than 8 (KS4) and 6 (KS3)  High staff to child ratio: 1:4 maximum  Differentiated curriculum to meet needs.  Needs are assessed and reviewed using assessment and observation	Subject specialist SEMH trained teacher  Level 6 Learning Mentor trained in supporting a range of needs	Every lesson  Every day  Every academic lesson	Half termly or more as required			
Learner is unable to identify and label their own emotions	To develop emotional resiliency	Use of Emotion Coaching <a href="http://emotioncoachinguk.com">Emotion Coaching - United Kingdom (emotioncoachinguk.com)</a>  Positive role modelling from staff	Trained Teacher/ Level 6 Learning Mentor  SENCO  Whole school approach	Once a week for 50 minute intervention    All day every day	As required			
Unable to identify and label personal skills and attributes	To be able to identify personal skills and qualities effectively	Whole school use of the skills builders programme  <a href="#">The Skills Builder Partnership</a>	Whole school staff approach	Every Lesson  Every Day	As required			

	Struggling with additional SEMH needs	To access 1:1 pastoral support intervention	Pastoral Intervention from trained Mentors	Level 6 Learning Mentor specialising in SEMH Pastoral lead	Once a week for 50 minute intervention	Half termly		
	Lack of understanding of formal and informal communication skills	To develop appropriate skills for formal and informal situations	Pastoral Intervention Scheme (ECM). Activities developed from Every Child Matters framework to support positive communication skills personally, socially and in the community	Level 6 Learning Mentor specialising in SEMH	1 afternoon or morning per week	As required		
	Learner has a negative association towards school and learning environments.	To apply positive learning behaviours in the classroom environment. To have a positive attitude towards school	Consistent application of the rewards system by staff-promotion of positive engagement in rewards. Reward points given for attendance, behaviour and engagement. Reward points leading to monetary vouchers and reward trips.	Whole school approach	All day every day	As required		
	Learner demonstrates literacy skills below age related expectations	To expand vocabulary and decoding ability To improve fluency to support comprehension.	Bedrock intervention whole school personalised digital intervention to support fluency and comprehension	Bedrock teacher	One lesson a week	As required		

