



# Youth Challenge SEND Policy

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## 1. Aims and objectives

Our SEN policy 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 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.

To make sure our school fully implements national legislation and guidance regarding pupils with SEND our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- 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 Youth Challenge our vision is Believe, Inspire and Transform. We **believe** everyone can achieve, **Inspire** a love of learning and **Transform** potential into long lasting success and 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.

## 3. Legislation and guidance

Our Youth Challenge SEND Policy 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (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' and trustees' 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

This policy also complies with our funding agreement and articles of association.

#### 4. Inclusion and equal opportunities

At Youth Challenge we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, an adaptive, broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

#### 5. Definitions

##### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

##### 5.2 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.

##### 5.3 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.</p> <p>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>

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO at our school is **Clare Ling** – [Lingc@boltonimpacttrust.org.uk](mailto:Lingc@boltonimpacttrust.org.uk) 01204 333872

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Academy lead and SEN 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 SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Academy lead and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Academy lead, 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 Academy lead, 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
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Academy lead and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### 6.2 The Local Governing Body

The local governing body 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

### 6.3 The SEND link governor

The SEND link governor is **Carolyn Dewse** 01204 333872

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND 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 SEND policy and provision in the school

### 6.4 The Academy Lead

The Academy Lead will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within 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
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

## 6.5 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 consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

## 6.6 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 pupil's 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.

## 6.7 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 pupil's views will be taken into account in making decisions that affect them, whenever possible.

## 7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

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
- 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 pre-cursor to written work.

### 8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. We also explore the barriers to learning that may impact access to learning such as behaviour and SEND.

We utilise a range of assessments on entry alongside information from 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.

#### 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. The assessments we complete are;

Assessment	Purpose
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 and 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 standardised tests are used. These include:

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

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.

The identification of students with SEND and the planning and delivery of responses is seen as the responsibility of every member of staff.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

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

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

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)

Youth Challenge will continue to work in a multi-agency way to make sure relevant information is gathered as close to the pupils start date as possible to ensure a smooth and effective transition.

## **8.2 Consulting and involving pupils and parents**

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

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- 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 notify parents if it is decided that a pupil will receive special educational provision.

## **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will

be recorded on the learners provision map, stored in their Pupil Files digitally, SIM's will also record if a child is SEN Support or a recipient of an EHCplan.

### **3. Do**

The pupil's teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on some or all of the following:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

## **8.4 Levels of support**

### **School-based SEN provision**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

On the census these pupils will be marked with the code E.

## **8.5 Evaluating the effectiveness of SEN provision**

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil and parent voice
- Monitoring by the SENCO

- › Holding annual reviews for pupils with EHC plans
- › Getting feedback from the pupil and their parents

## **9. 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.

Training will regularly be provided to teaching and support staff. 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 KBIT screening, WRAT 4 screening and working one to one with specialist dyslexia interventions, speech and language interventions.

The Academy lead and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

## **10. Links with external professional 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:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Social services
- Early Intervention Team

## **11. Admission and accessibility arrangements**

As an alternative provision admissions are directed via the Local Authority or as an intervention from a pupils mainstream school and we endeavour to ensure all students can access the full range of options at Youth challenge.

Please see the school website for our admissions and accessibility policies at [www.boltonimpacttrust.org.uk](http://www.boltonimpacttrust.org.uk)

## **12. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO or Academy Lead. 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. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

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. The complaints procedure is laid out in the policy is available on the schools website at [www.boltonimpacttrust.org.uk](http://www.boltonimpacttrust.org.uk)

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area [Mediation & Disagreement Resolution Services \(DRS\) - Local Directory of services, activities and events in Bolton \(mylifeinbolton.org.uk\)](#)

## 13. Monitoring and evaluation arrangements

### 13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

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.

### 13.2 Monitoring the policy

This policy will be reviewed by the SENCO and the SEN Governor **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

## 14. Links with other policies and documents

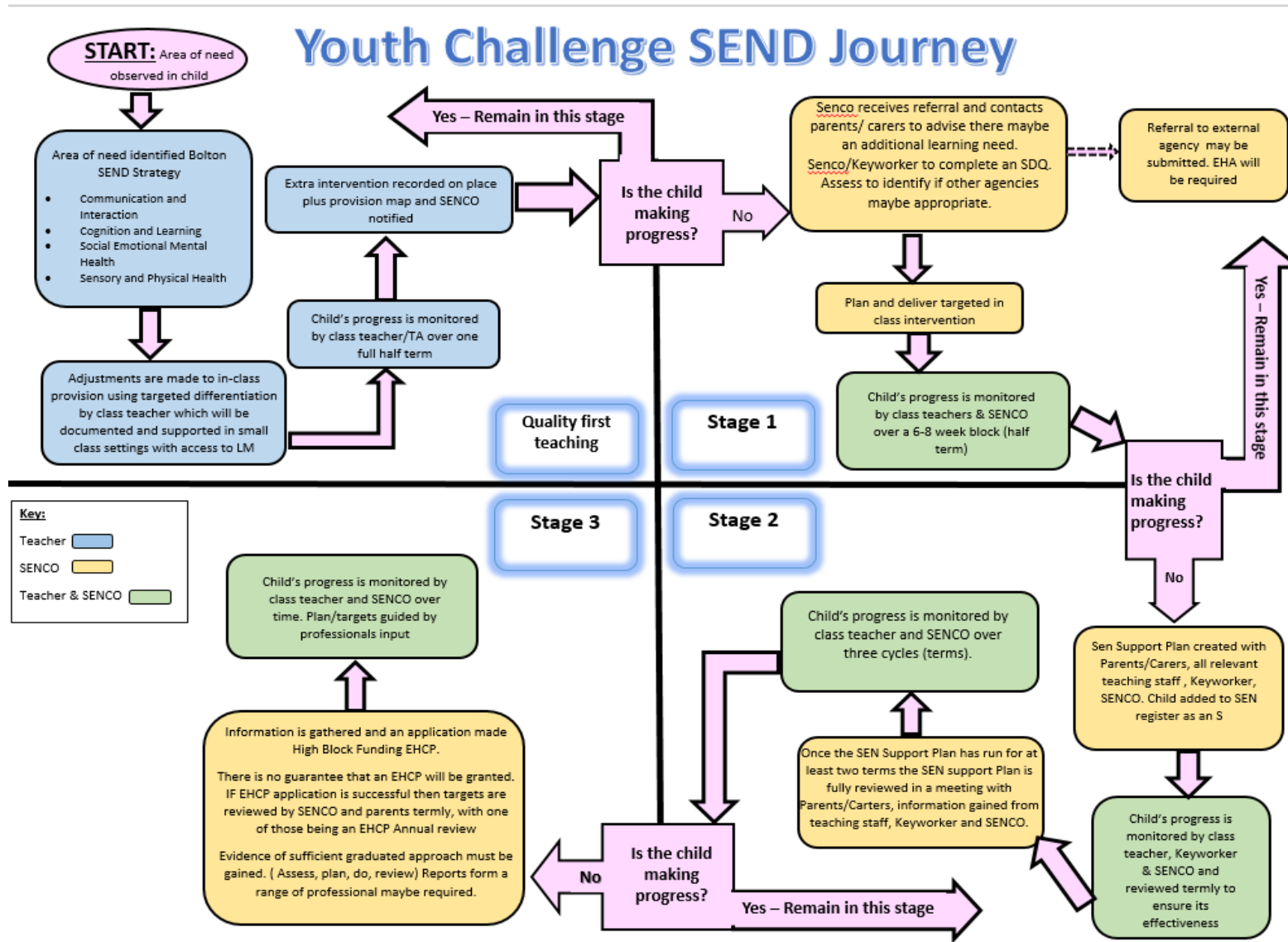
This policy links to the following documents SEN information report

- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy

- Safeguarding / child protection policy
- Complaints policy



Appendix 1



## Appendix 2

Whole school provision map- some learners also have a personalised map that runs along side this which may include bespoke timetables or additional alternative offers, or for KS4 work placements.

DOB- DOA-	ASSESS	PLAN	DO			REVIEW	
	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	Dis-engaged from education attendance less than 85%	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		
	Unable to attend and engage in a mainstream environment	To attend and engage in a specialist SEMH Alternative Education provision	Nurturing and highly structured environment  Group sizes no more than 8 (KS4) and 6 (KS3)  High staff to child ratio: 1:4 maximum	Subject specialist teacher  Level 6 Learning Mentor	Every lesson  Every day		

Unable to take part in learning effectively	To be able to engage in learning effectively	Baseline tests (KBIT, WRAT 4, Numeracy and Literacy) to support identification of additional and SEND needs  Staff trained in a range of SEND	SENCO Assessor Specialist SEN Staff	on entry and annually Half Term 1		
Learner is dis-engaged from most academic lessons	Learner to be able to select and apply appropriate learned strategies to focus in lesson and participate in academic learning	Differentiated curriculum to meet needs. Needs are assessed and reviewed using assessment and observation	Subject specialist teacher and L6 Learning Mentor	Every academic lesson		
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  Whole school approach	Once a week for 50 minute intervention  All day every day		
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		
Struggling with additional SEMH needs	To access 1:1 pastoral support intervention	Pastoral Intervention from trained Mentors	Learning Mentor specialising in SEMH	Once a week for 50 minute intervention		

	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	L6 Learning Mentors	1 afternoon or morning per week		
	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		
	Learner struggles with literacy	To expand vocabulary	Bedrock intervention in order to give personalised intervention to each student	Bedrock teacher	One lesson a week		