

Youth Challenge SEND Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Policies | Bolton Impact Trust](#)

You can ask a member of staff to send the policy via email or in the post.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the provision provide for?

Our provision provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech, language and communication difficulties
Cognition and learning	Specific learning difficulties (SpLD's), including dyslexia, dyspraxia, dyscalculia, dysgraphia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Clare Ling. She has 5 years' experience in this role and has worked as a SEMH teacher and practitioner for over a decade. She is a qualified teacher and specialist dyslexia teacher.

She achieved the National Award in Special Education Needs Co-ordination (Level 7) in 2021.

She achieved a PGCE (Level 7) in SpLD (Dyslexia) in 2025 and is a qualified assessor for access arrangements.

She is a full time SENCO and manages the SEN and LAC provision at Youth Challenge.

Teachers and Learning Mentors

All of our teachers, learning mentor's and teaching assistants receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

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. We have a team of at least 14 Learning Mentors and teaching assistants who are all trained in de-escalation and positive behaviour approaches. In the 2024-2025 academic year, staff received training in:

- Dyslexia and its impact and how to recognise signs and how to adapt your teaching accordingly.
- Irlen how to recognise signs, its impact and how to support it effectively
- Emotion Coaching and the effective use of language and emotional recognition 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 and strategies to support SEMH learners achieve this.
- How to support learning effectively in an SEMH classroom and how to understand and utilise data such as standardised scores to benefit learning.
- Neurodiversity- ADHD, ODD, ASD and co-morbidity
- Trauma and Trauma informed approaches
- Access arrangements what they are and how we use them

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 2025-2026 we intend to further enhance our Staff knowledge and understanding of:

- The importance of trauma and developing a trauma informed approach
- Access arrangements what they are and how we use them
- Dyslexia and Irlen
- How to identify and implement effective SEN strategies in the classroom
- Neurodiversity and co-morbid conditions
- SLCN and cognition and Learning
- Dyspraxia
- Epilepsy

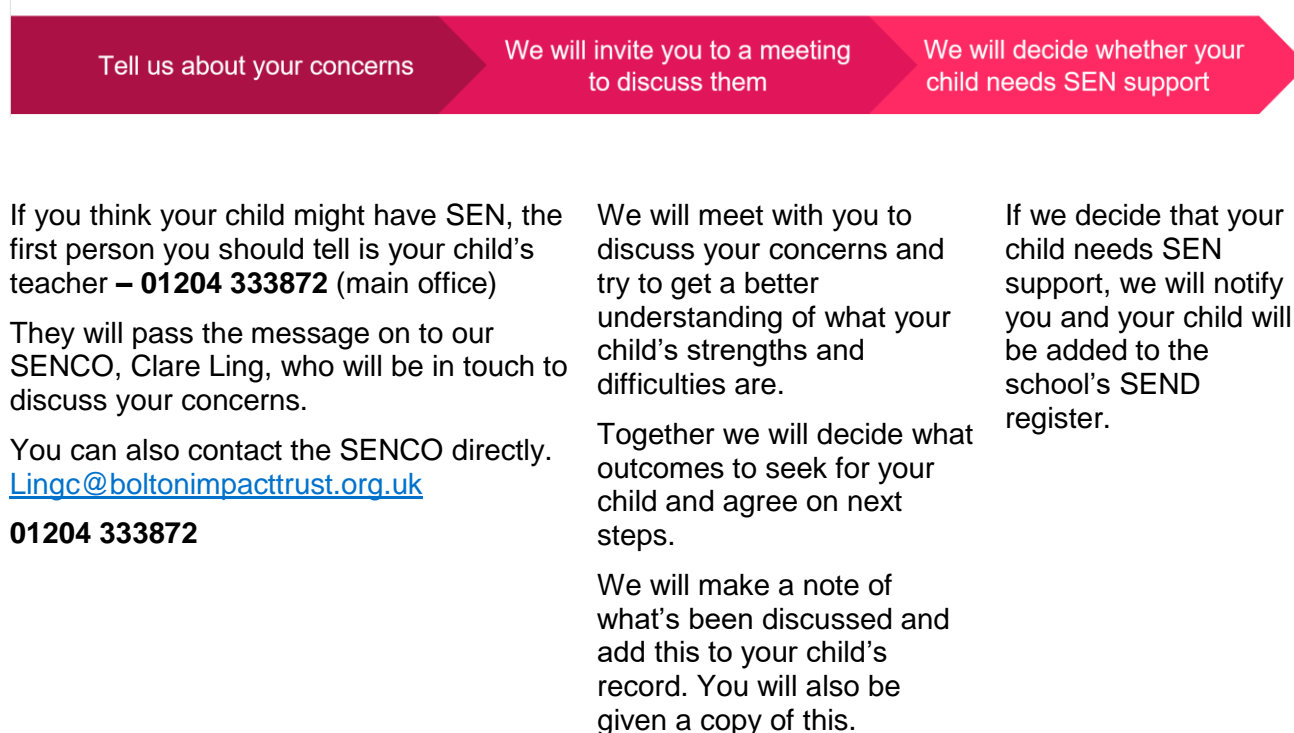
These will all be delivered in house by the SENCO, supported by the Educational Psychologist. All staff also are aware of and have access to additional optional CPD in SEN throughout the year.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- Provision nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the provision know if my child needs SEN support?

All our teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include communicating using inappropriate behaviour, difficulties in academic learning, social interactions and/or communication skills.

At Youth Challenge pupils often arrive with gaps in their learning. Using an adaptive teaching style to address gaps in learning we find pupils who don't have SEN usually make progress quickly.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil inside and outside of the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

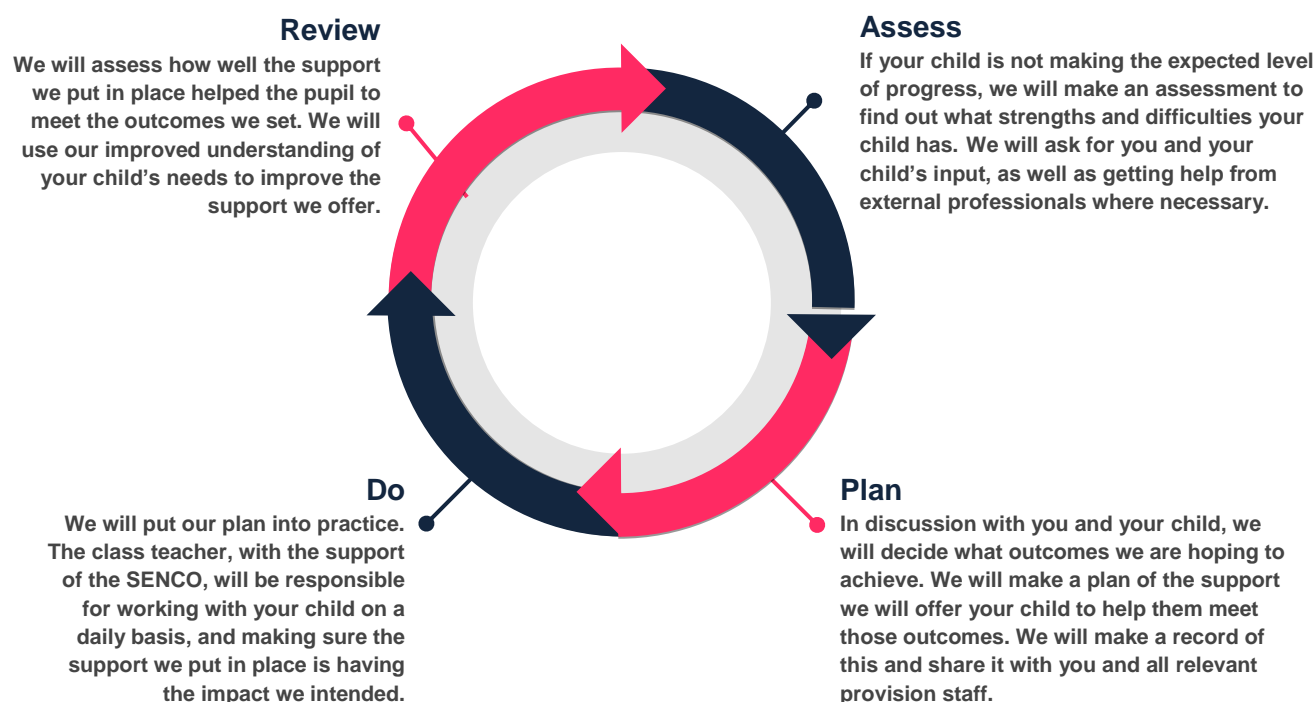
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to decide on next steps and appropriate support.

5. How will the provision measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress

Your child's teacher or mentor will discuss with you a minimum of three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also be involved in these conversations to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's teacher on the main office number 01204 333872

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the provision adapt its teaching for my child?

All teachers at Youth Challenge are SEMH trained and regularly upskilled in their SEN knowledge, and all 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 your child's needs. We will make sure that your child has access to a broad, balanced and adaptive curriculum for their time in our provision. They have access to a lot of support to enable them to learn, identify and implement strategies to help to progress in their education and are supported whenever required.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils can access it, Quality first teaching and bespoke learning packages, 1-to-1 work, adapting the teaching style or content of the lesson, using coloured paper to reduce visual stress.
- Providing adaptive teaching, for example, giving longer processing times, visual stimuli, over teaching of key vocabulary, task boards, reading instructions aloud and chunking tasks on the board.
- Adapting our resources and staffing to meet pupils' individual requirements and accessing external support where appropriate.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning mentors will support pupils on a 1-to-1 basis wherever required, this could be academic, behavioural or engagement.
- Learning mentors are available in all academic lessons and some learners will meet the criteria for 1:1 support.
- Small group teaching for all our learners with groups no larger than eight in KS4 and six in KS3

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Quiet breakout times and areas Key working around social interaction Adaptive teaching techniques Time out passes for brain breaks
	Speech and language difficulties	Speech and language therapy referral if required Positive response to report recommendations Adaptive teaching techniques Access to intervention
Cognition and learning	Specific learning difficulties,	In house intervention and specialist

	including dyslexia, dyspraxia and dyscalculia	teaching Coloured papers and overlays Adaptive teaching techniques Access to intervention
	Moderate learning difficulties	Chunked work Adaptive teaching techniques Access to intervention
	Severe learning difficulties	Adaptive teaching techniques Access to intervention
Social, emotional and mental health	ADHD, ADD	Trained Teachers Adaptive teaching techniques Calm areas Time out passes for calming
	Adverse childhood experiences and/or mental health issues	Nurture groups Key working Inter trust therapist Adaptive teaching techniques
Sensory and/or physical	Physical impairment	Adaptive teaching techniques
	Multi-sensory impairment	Adaptive teaching techniques Supported time out passes for overload Non ticking clocks Visual stimuli

These interventions are part of our contribution to Bolton's local offer.

9. How will the provision evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each regularly
- Reviewing the impact of interventions after and individually specified number of weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress

- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the provision resources be secured for my child?

As an alternative provision Youth Challenge receives base funding per child plus a daily top up rate as agreed locally with the local authority. For pupils who are referred to us directly from schools or other local authorities a daily rate is applied.

The above funding allows us to provide increased support for pupils including reduced pupil to staffing ratios, highly trained staff and small classroom environments.

If any additional funding is needed beyond the above, we will seek support from the local authority or the mainstream school.

11. How will the provision make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and provision visits are available to all our pupils, including rewards trips that are earned.

All pupils are encouraged to take part in enrichment activities and provision trips when available.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the provision make sure the admissions process is fair for pupils with SEN or a disability?

Youth Challenge is an alternative provision for pupils who have a range of needs or have been excluded from mainstream provision or are at risk of exclusion. The majority of places are commissioned by Bolton Local Authority. We work closely with the LA to ensure pupils regardless of their SEN status receive the right provision at the right time for the right amount of time.

Learners who are SEN support or have an Education Healthcare Plan are reviewed on an individual basis by the SENCO who ensures that needs can be met successfully and revise any further support that maybe required.

SENCOs are contacted from the child's previous placement to ensure no needs are missed for a smooth transition into our provision and to ensure that any process that is in place can be further investigated.

13. How does the provision support pupils with disabilities

At Youth Challenge, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for lifelong learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural

needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our accessibility policy which can be found on our website using the following link [Policies | Bolton Impact Trust](#) outlines the steps we are taking to prevent disabled pupils from being treated less favorably than other pupils, the facilities we have available to help disabled pupils access the school, how we are planning to increase the extent disabled pupils can participate in the curriculum, how we are improving the physical environment and improving the availability of accessible information to disabled pupils.

14. How will the provision support my child's mental health and emotional and social development?

- We have a 'zero tolerance' approach to bullying. We prevent bullying in the provision by close application of our bullying policy, a high staff present at all times, including unstructured time
- Provision of calmer spaces at unstructured times accessible by all pupils
- We have keyworkers for all learners, key working for learners with a greater need and counselling is available by referral.
- We have access to programmes such as "Talk-about" to improve communication
- All staff are trained in trauma informed approaches.
- In-house training regarding specific needs is delivered by the SENCO as required.
- We have a Mental Health lead and 4 fully trained mental health first aiders available on site.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Youth Challenge admits pupils throughout the year into different year groups and the aim is, where appropriate, to successfully transition pupils back into mainstream school, into more specialist provision or successfully on to a post 16 destination. We ensure we support all pupils to successfully manage these transitions by adopting the following approaches:

- Coordinating meetings with new schools, pupils and parents to share relevant information to ensure pupils receive the right support and key strategies are shared
- Regular review meetings with mainstream schools when pupils remain on roll with them
- Arranging and supporting visits to new provisions where appropriate
- Using the early help process where appropriate to ensure a coordinate approach to support
- Meetings between SENCOs or Safeguarding Leads, Careers lead and post 16 advisors and providers as appropriate to share key information and strategies
- If appropriate supporting visits to new provisions and arranging follow up visits
- Providing all our pupils with appropriate advice on paths into work or further education.

- Working with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.
- Creating opportunities to visit a range of post 16 providers
- Creating opportunities for learners to access work experience and have contact with employers.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher for looked after and previously looked after children is Clare Ling who is also our SENCO.

The dual role ensures that the information is shared diligently with all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. What outcomes are and support in assisting these learners to achieve their potential wherever possible.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another. Communication and interaction between care givers, virtual school and Youth Challenge is termly as a minimum.

17. What should I do if I have a complaint about my child's SEN support?

Our Trust complaint policy can be found on our website by using the following link [Trust Wide Policies | Bolton Impact Trust](#)

Complaints about SEN provision in our provision should be made to the **SENCO** in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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

If you feel that our provision discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

The disagreement resolution service can be accessed through the Bolton Information and Advisory Service, which helps to resolve disagreements or to prevent them from escalating further. For contact information, please see <https://iasbolton.com/> or telephone 01204 848 722.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Bolton's local offer. Bolton Local authority publishes information about the local offer on their website:

[Home – SEND Local Offer \(bolton.gov.uk\)](https://www.bolton.gov.uk/SEND-Local-Offer)

[SEND Local Offer \(wigan.gov.uk\)](https://www.wigan.gov.uk/SEND-Local-Offer)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Bolton Information and Advisory Service \(Previously Bolton Parent Partnership Service\) - Local Directory of services, activities and events in Bolton \(mylifeinbolton.org.uk\)](https://www.bolton.gov.uk/SEND-Local-Offer/Local-Directory-of-services-activities-and-events-in-Bolton)

[Early years support services – SEND Local Offer \(bolton.gov.uk\)](https://www.bolton.gov.uk/SEND-Local-Offer/Early-years-support-services)

Local charities that offer information and support to families of children with SEND are:

[SEND and Inclusion – Bolton Start Well](https://www.bolton.gov.uk/SEND-Local-Offer/SEND-and-Inclusion-Bolton-Start-Well)

[Bolton support services for parents - Family Connected - Raise the Youth Foundation](https://www.bolton.gov.uk/SEND-Local-Offer/Bolton-support-services-for-parents-Family-Connected-Raise-the-Youth-Foundation)

[Charity - Bolton Together Charity \(bolton-together.org.uk\)](https://www.bolton-together.org.uk/)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](https://www.ipsea.org/)
- [SEND family support](https://www.sendfamilysupport.org/)
- [NSPCC](https://www.nspcc.org.uk/)
- [Family Action](https://www.familyaction.org.uk/)
- [Special Needs Jungle](https://www.specialneedsjungle.co.uk/)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a provision or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the provision provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the provision must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the provision supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages