

## SEN Information Report

<b>Review Date</b>	November 2023	<b>Next Review by Date</b>	November 2024
<b>Reviewed By</b>	Headteacher		
<b>Approved by Governing Body</b>	December 2023		

### Aims

This report sets out our provision for children and young people with special educational needs and/or disabilities (SEN/D) throughout their time with us and explains how we support students and their families to best prepare them for the next stage of their education, training or employment.

Our provision aims to treat all students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This report is updated annually.

## About our school

School provides for children and young people with a wide range of special educational needs including those with whose primary needs are ASD and SEMH.

We have up to 12 spaces for young people, aged 9-14, who:

- have an EHCP
- have been out of a formal educational setting or are at risk of NEET

## What kind of SEN support do we provide?

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

- Communication and Interaction: We utilise a functional communication environment approach. Visual aids, Structured teaching, Voice - assisted technology, Comic Strip Conversations, range of activities following advice from SaLT
- Cognition and Learning: Mastery lessons, Literacy-focussed interventions, functional skills programme, Perceptuo-Motor programme, low-threat reading and writing tasks
- Social, Emotional and Mental Health: Equine empowerment, Zones of Regulation, Lego Therapy, Talking Art, range of activities following advice from Psychotherapist
- Sensory and/or Physical Needs: Sensory and movement breaks, fitness sessions with following advice from OT.

## How do we work with parents?

We work closely with our young people and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this: by termly progress review meetings, face-to-face, emails, phone calls, etc. There are also opportunities for

parents and children to contribute to our policies. We do this by feedback through or regular contact, parent consultation meetings.

### **How do we work with young people?**

Our focus when transitioning young people into our provision is about developing a trusting relationship with school staff, feeling a sense of belonging to the school community and building their resilience

### **Adapting the curriculum**

We provide a rich and deep curriculum that is delivered through Core subject teaching, Project-based learning and Wellbeing sessions based on national guidance.

This consists of our banded approach to student support which includes:

- A Universal Offer (available for all students),
- Targetted support in which identified interventions are run by school staff and
- Specialist support delivered by other expert professionals.

### **What expertise can we offer**

The SEND provision within our school is coordinated by the Headteacher and Deputy Headteacher.

We are committed to developing the ongoing expertise of our staff in line with their role and responsibilities:

Role	Area of expertise and responsibilities	Workforce Development to support current cohort of students
HT	DSL, Curriculum Development, SDP (Leadership and Management, Quality of Education)	Mental Health First Aider
DHT	DDSL, LAC Lead, First Aider, PE, SDP (Behaviour and Attitude, Personal Development)	Level 6 Careers Lead
HLTA	DDSL, First Aider, Lego Practitioner, Transition Support,	Trauma-Informed Practitioner
Teacher	English, Maths, Project	Senior Mental Health Lead
Teacher	PSHE, RSE, Project	Outdoor Curriculum Lead
TA	Small group or 1:1 support	Talking Art Intervention
TA	Small group or 1:1 support	Mental Health First Aider
TA	Small group or 1:1 support	Working towards Autism certification

We have access to a range of specialist support services, including:

- Speech and Language Therapist
- Occupational Therapist
- Psychotherapist
- Early Help (through LA referral)

### How do we know if our provision is effective

The academic and wellbeing progress of all young people is tracked in a number of ways, including attendance and behaviour data as well as class-based assessments (please see Teaching, Learning and Assessment Policy).

## **Monitoring**

This document will be reviewed annually but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.

## **Who to contact.**

If you are concerned about your young person, please contact the school in the first instance. You can call the school on 01428 777673 or email: [office@pathways-ed.org](mailto:office@pathways-ed.org)

## **Links with Other Policies**

- Risk Assessment policy
- Health and Safety policy
- Accessibility and Equality policy
- Equality and Diversity policy