

# **Launch2Learning**

## **SEN policy**

**2021-2022**

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### 1. Aims

#### The SEND policy and information report aims to:

- Set out how Launch2Learning (L2L) will support and educate those pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

As a registered A.P provider, L2L is set up to provide

*'Provision that is additional to or different from that made generally for mainstream pupils'* and therefore pupils are regarded as having Special Educational Needs whilst on roll

- L2L provides a flexible, differentiated curriculum for pupils at KS2, KS3 and KS4 pupils who are educated outside of the mainstream system
- All pupils will be provided with targeted, personal interventions and support matched to their level of need
- L2L aims to secure positive outcomes and progression for each pupil, so that they *achieve their best, become confident individuals leading fulfilling lives and make a successful transition into adulthood.*

### 2. Legislation and guidance

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 coordinators (SENCOs) and the SEN information report

### 3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them such as a placement at L2L

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

Special educational provision is education 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.

## **4. Roles and responsibilities**

### **4.1 The SENDCO will:**

- Work with the Directors and the Senior Leadership Team (SLT) to determine the strategic development of the Special Educational Needs and Disability (SEND) policy in Launch2Learning (L2L)
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support all pupils on roll at L2L, including those who have Education Health and Care Plans (EHCPs)
- Provide professional guidance to colleagues, and work with parents, staff, and other agencies to ensure that pupils on roll at L2L receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support if required
- Be an additional point of contact for external agencies, the local authority and its support services
- Contribute to the discussions and outcomes so that L2L meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Liaise with staff to keep the records of all pupils with SEND up to date and ensure that SEND documents have been scanned and placed in the pupils' electronic folders
- Ensure that the individual needs of each pupil arriving at L2L are known to all staff in order to ensure a smooth transition on-site through liaison with those staff responsible for initial Assessment

### **4.3 The Managing Director**

The Managing Director will:

- Work with the SENCO and SLT to determine the strategic development of the SEND policy and provision in L2L
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

### **4.4 Tutors**

Each tutor is responsible for:

- Delivering a differentiated curriculum to small groups or individuals on a one: one basis
- Monitoring the individual progress and development of every pupil
- Working closely with any Mentor, specialist support staff or other professionals to plan and assess the impact of support and interventions and how they can be linked to classroom based or off-site teaching
- Reviewing with the SENCO each pupil's progress and development according to individual outcomes, to inform any changes to provision that might be necessary
- Ensuring they follow this SEND policy in their role at L2L

## **5. SEND information report**

### **5.1 The kinds of SEND that are provided for**

Launch2Learning currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties (SEMH), for example, attention deficit hyperactivity disorder (ADHD), acute anxiety, depression
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties,
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia
- Sensory and/or physical need, for example, long-term health needs, visual impairments, hearing impairments, physical impairments, processing difficulties, epilepsy

### **5.2 Identifying pupils with SEND and assessing their needs**

All pupils referred to L2L have a high level of need and are discussed before they come on roll.

#### **How are children's needs identified whilst they are at L2L?**

##### **By Pupils talking to staff:**

- Access to a range of adult support through relationships based on trust
- 'My Time' Tutor periods
- Circle Time
- Feedback between subject tutors, mentors and pupils
- School counsellor sessions with confidential feedback
- Regular review meetings with pupil, parent and carers
- A 'Preparation for post 16' support programme
- Transition programmes for reintegration to a mainstream High School/other provision

##### **By a Parent(s)/ Carer(s):**

- Initial interview
- Induction interview
- Progress Review Meetings
- Contact with the SENDCo
- formally contacting the key staff who work with their child including the Tutor

In addition to the above-

- L2L has an 'Open Door' policy therefore parents/carers are able to contact us at any time during school hours if a member of staff is available
- Informal talks may take place with the tutor/support staff

##### **Through Tutor assessments**

All pupils' progress and achievement is assessed through the following-

- By tutors setting high expectations through their teaching and assessing the results
- Assessment of academic achievement and progress linked with National targets, collated for each pupil half-termly
- Pupils achieving their individual academic and SEND targets

## **Other information that may be used to identify pupil needs**

Alternative sources of information are used to ensure that pupils are making good progress and to identify if/when they need additional support in the classroom and in unstructured time.

To facilitate this, the staff complete daily/weekly

- Learning logs on-line External School Evaluation Forms
- Behaviour logs
- Pupil tracking (meetings and emails)
- Reintegration records
- Safeguarding records

## **During a review of progress against SEND desired outcomes**

These happen every term in meetings with parent(s), carer(s), children and tutors and they can also happen as and when a need arises.

## **5.3 Consulting and involving pupils and parents/carers**

Before any child moves to our provision we try and find out as much about them as possible to help them settle in quickly. (Please see section on identification of needs before coming to L2L)

Once staff know the pupils SEND needs they will meet with parents to decide on the desired outcomes that are being worked towards. This will be discussed at the L2L Transition meeting and each child will complete the Transition programme which will enable L2L to draw up an Individual Support (ISP) plan to meet the child's needs. The details of this plan will be shared with parents/carers.

If appropriate a brief profile can be written up and distributed, to communicate to all staff exactly how to help the child and explain what they are working on and what their behavioural needs are.

L2L will have an early discussion with the pupil and their parents/carer when identifying whether they need additional special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- L2L takes into account the parents' 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.

## **5.4 Assessing and reviewing pupils' progress towards outcomes**

L2L follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject tutor will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The pupil's previous placement, records of progress, attainment and behaviour
- The tutor's assessment and experience of the pupil
- Other assessments from different areas of the curriculum
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessments will be reviewed regularly.

All tutors and support staff who work with the pupil will be made aware of their needs through

- The paperwork from the placement panel meeting
- Initial pen portraits of the individual
- The on-site assessment paperwork
- Access to the paper files
- Copies of Educational Psychologist/Clinical Psychologist/CAMHs Assessments
- Risk Assessments  
Medical Records
- Support provided
- Teaching strategies or approaches that are required

The tutors and the SENCO will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

L2L will share information with the school, college, or other setting the pupil is moving to by using some or all of the following

- L2L's reintegration documentation
- ESEFs
- EHCP transfer review documents

**L2L will agree with parents and pupils which information will be shared as part of this process.**

- **5.6 The approach to teaching pupils with SEN**

L2L is a specialist learning environment-

- Tutors plan lessons according to the specific educational and SEMH needs of individuals and will ensure that your child's needs are met
- Specifically identified resources and strategies are used to support a pupil individually and in small groups
- Planning and teaching will be adapted on a daily basis as the need arises
- Interventions will be decided to support learning
- Interventions will be shared via the ESEF

### **5.7 Adaptations to the curriculum and learning environment**

L2L makes the following adaptations to ensure all pupils' needs are met:

- Differentiating the timetables
- Differentiating the 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 resources and staffing
- Using recommended aids, such as laptops, reader pens, coloured overlays, visual timetables, larger font, etc.
- Differentiating teaching, e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

L2L has a range of tutors who are trained to deliver interventions such as literacy and numeracy programmes, enrichment, Wiltshire 52THRIVE techniques and behaviour management

- Tutors support individuals who are ready to be reintegrated into High School or another provision
- Pupils are withdrawn 1:1 or in a small group, for intensive interventions in literacy and numeracy and other subjects such as science
- Current support staff draw upon a range of experience which includes training in teaching/ managing/ coordinating/ education welfare and attendance
- L2L works with the many agencies to provide support for pupils with SEN including the following:

Child and Adolescent Mental Health Service (CAMHS)

Social Care (SC)

Looked After Children (LAC)

Educational Psychologists Service (EPS)

Speech and Language Teaching SALT

Occupational Therapists OT

### **5.9 Expertise and training of staff**

Individuals have been trained in Emotional Coaching, 52THRIVE , and the Introduction to SENCOs course

We use specialist staff for Counselling, mentoring, crime interventions, drugs counselling, circle time, literacy and numeracy, behaviour interventions, assessments, careers, post 16 provisions, work experience

### **5.10 Securing equipment and facilities**

The managing director and SENDCO allocate a budget for facilities, equipment, resources and training

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

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

- Reviewing pupils' individual progress towards their outcomes from assessments each term
- Reviewing the impact of interventions after one term or as and when the need arises e.g. emergency review
- Feedback from pupils
- Monitoring by the SENCO
- Monitoring by the SENDCO Curriculum Lead and Quality Assurance Officer
- Initiating and using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Termly progress meetings
- Informal meetings with parents/carers
- Written feedback from parents/carers/visitors
- Initiating feedback from parents/carers after each review

## **5.12 Enabling pupils with SEN to engage in activities**

A range of curricular activities are available to all L2L pupils

Pupils are encouraged to achieve the behaviour, progress and achievement criteria necessary for them to participate in visits to schools etc

All pupils are encouraged to take part in enrichment activities/sports etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability. However, Safeguarding and Health and Safety are paramount and risk assessments are a priority

If a pupil has a physical disability L2L will take all measures necessary to enable the individual to access the whole on-site curriculum and any extracurricular activities.

Where necessary, if a pupil refuses to follow medical advice, L2L will work with the parents/carers to ensure the pupil is safe and able to access the provision and any subsequent trips and visits.

### **Support for improving emotional and social development**

**We provide support for pupils to improve their emotional and social development in the following ways:**

- Pastoral Care
- RSE Policy
- Regular and consistent monitoring
- Counselling
- Home visits
- Referral to outside agencies
- Restorative Justice practice
- Emotion coaching methods

L2L has a zero tolerance approach to bullying

### **Working with other agencies**

1. Parent/carer, might choose to visit the family GP to ask for advice about concerns regarding a child's issues, behaviour and SEN and request that a referral be made to a service
2. Staff in a child's previous school/provision might have asked permission to refer a child to an agency because of concerns regarding SEN and/or SEMH and parents should inform L2L
3. The team at L2L might suggest that further investigation for SEMH or a learning need might benefit the child. A referral could lead to the possibility of more support but would need permission to go ahead.

The following information mentions a few of the agencies and services L2L work with-

### **Child and Adolescent Mental Health Service (CAMHS) –**

Mental health issues, Emotional, behavioural, relationship, psychiatric, Autistic spectrum, Attention deficit hyperactive disorder (ADHD), Obsessive compulsive disorder (OCD), tic disorders, eating disorders, self-harm, Psychosis, depression, anxiety, mood and conduct disorders, post-traumatic

stress Severe emotional difficulties or developmental delay Chronic illnesses associated with psychological and psychiatric morbidity (diabetes mellitus, HIV, asthma etcetera).

### **Educational Psychology Service (EPS)**

The EPS has in depth knowledge of the services available to children and families across Ealing and can ensure close partnership working between schools and other local agencies. They build up close relationships with schools and understand the unique context that each school has.

They are flexible in the services that offer and can provide brief involvement as well as longer term support.

They can support parents who are struggling to come to terms with their child's additional needs.

Working in partnership with L2L there are Educational Psychologists who work closely with staff and pupils. They are responsible for consultation and an ongoing programme of staff support and training on-site and responsible for assessing pupils, identifying specific needs and advising on interventions and strategies as and when appropriate

### **5.15 Complaints about SEN provision**

Complaints about SEN provision at L2L should be made to the Managing Director of Launch2Learning.

### **5.18 The local authority local offer**

L2L's contribution to the local offer is published on the L2L website:

[www.launch2learning.co.uk](http://www.launch2learning.co.uk)

The local authority's local offer is published on Wiltshire Right Choice.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO and Managing Director on an annual basis. It will also be updated if any changes to the information are made during the year.

It will be approved by the SLT.

## **7. Links with other policies and documents**

This policy links to policies on:

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding