



SEND at Sunbeck

All staff at The Sunbeck Centre are experienced in working with students with special educational needs and attend regular CPD. We work to support all students to access education and make progress, breaking down barriers to learning.

We consult with students and their families on our provision by having an initial meeting between student, parent/carer, any other supporting adults and the head teacher or deputy head teacher/SENCO and the key tutor. At this meeting information is shared and plans are made for the educational provision of the student. Reviews are held as needed, where parents/carers are invited to meet key tutors to discuss students' progress. We welcome and value contact with parents/carers and we have regular contact through text message, telephone calls, emails and face to face meetings. The SENCO is always available to meet with parents to discuss any concerns around SEND.

Some of our students have already been identified as having SEN by their referring schools. Others have needs identified whilst they are students at The Sunbeck Centre. Our protocol for identifying SEN is that all students are given baseline tests in core subjects, reading and Thrive and this can help identify any academic or Social, Emotional and Mental Health (SEMH) needs. Other needs may be highlighted by our staff as we get to know the students and any member of staff can submit an Initial Concern Form to the SENCO, who will consult with staff and, where appropriate, outside agencies.

Assessment and Review

The culture The Sunbeck Centre is based on continuous assessment and reviewing of the needs of individual students. All subjects conduct half termly assessments of students that enable us to track the academic progress of all students. The Deputy Head Teacher/SENCO analyses all data to identify gaps in progress. Our aim is to help all students to progress as much as possible towards their personal goals. We believe that all children should have access to quality first teaching, differentiated and scaffolded to meet their needs, in accordance with our statutory duties under the Children's and Families Act 2014 and the Equalities Act 2010.

All students have individual personalised plans (IPP) which document their needs and how staff will support them. This enables us to keep a record of the "assess, plan, do, review" process. We are then able to deliver specific, targeted and specialist interventions on a number of levels, with support from outside agencies where necessary.

Supporting Students with Special Educational Needs/Disabilities and their Families

We will let families know of any concerns about learning through regular contact with home, emails, phone calls, face to face meetings and written reports. We have an open door policy and welcome parents/carers in to The Sunbeck Centre to discuss issues. We also liaise closely with students' own schools if they are dual-registered as well as other external agencies and professionals. Some students may be identified as needing an Education, Health and Care Plan (EHCP). The SENCO works to prepare a comprehensive referral and collect information from other services. We work in partnership with the Local Authority Assessment and Reviewing Officers (AROs), the student and parents/carers. Where an EHCP is issued, The Sunbeck Centre

is not usually stated as the named provision. Students may stay on roll with us until a suitable, long-term provision is agreed.

At The Sunbeck Centre, we set high expectations for all students, whatever their prior attainment. We use assessments to set targets which are appropriately ambitious. Teaching is differentiated and personalised to meet the individual needs of children and young people. Some children and young people need educational provision that is additional to or different from this and we endeavour to ensure that such provision is made for those who need it.

Personalised strategies for each student are documented in their IPP. We have a rewards and sanctions system that works and takes into account students' SEND. The system is based upon our three rules of pride, respect and safety, alongside two personalised targets.

The quality of teaching and support for students is quality assured through performance management and continued professional development.

Transition to Post-16 Education

All students have access to personalised careers advice through our Careers & Guidance Manager. We work hard to ensure all students have a realistic and aspirational post-16 placement in education, training or employment. All students are supported on an individual level with advice, supported work experience and visits to FE providers with staff support. Transitions are supported by staff and information is appropriately shared. Any students with an EHCP will have plans made in their annual review for post-16.

Inclusion and Student Voice

Students are all taught in small, mixed ability groups. One of our instructors organises Student Voice and Student Council meetings on a regular basis. All school trips and activities are open to all eligible students unless a risk assessment has identified that a student's participation would cause a health and safety risk to themselves or others.

Staff Training

Mrs Victoria Milne (BSc (Hons) PGCE), The Sunbeck Centre's SENCO, provides advice and guidance to staff. She is completing the National Award for Special Educational Needs Co-ordination which includes learning on a range of issues related to special educational needs and inclusion, engaging with a broad conceptual base of current SENCO practice and enabling her to better support pupils or learners with SEND.

At The Sunbeck Centre, ALL teachers are teachers of SEN. We believe all students, regardless of ability, deserve access to a broad and balanced curriculum which is differentiated to their needs.

Staff undergo regular training to support their understanding and develop their quality first teaching. Whole staff training so far this year has included:

- Keeping Children Safe in Education
- Pivotal Behaviour Training
- Differentiation and Scaffolding
- The Sunbeck Centre's approach to SEND
- Tracking student progress and assessment

- Team Teach
- Thrive

Emotional Health and Well-being

We support the emotional health and well-being of students with SEN and disabilities by providing support through the key tutor role. Students work in small groups with staff who are experienced and effective at delivering pastoral support. Our environment is safe and nurturing and we work closely with families and other agencies to coordinate support. We use the Thrive approach and a trained thrive practitioner who delivers both group and 1:1 thrive sessions. We also have a member of staff who is trained in Mental Health First Aid.

There are a number of people who come into The Sunbeck Centre to work with students. They include:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Health Services
- Healthy Child Team
- Early Help Team
- Children's Social Care
- Police
- Fire Service
- Communication and Interaction Service
- Safer Neighbourhood team
- Compass
- AEGIS

(This list is not exhaustive)

Referrals are made, where required, by the SENCO for specialist SEN support services.

We work in partnership with other educational providers to make sure that students make a successful transition to the next stage of their learning, through careful and co-ordinated planning. The SENCO will liaise with the SENCO in the new setting to ensure information is shared. This may not be at the end of a school year or Key Stage as students transition to a new provision or back to their mainstream school wherever is appropriate for them. Parents/carers are involved in the transition process. Key tutors will work with students, parents/carers and school staff to support the transition. Transitions are bespoke to meet the needs of the individual student and can be gradual.

Evaluating Effectiveness

SEN provision at The Sunbeck Centre is monitored by the Deputy Head Teacher (SENCO), Head Teacher and the Management Committee through performance management and monitoring visits. The Deputy Head Teacher regularly reviews all students progress with all teaching staff to make sure no-one under achieves and that students receive any interventions required. Lead teachers review each academic year and consider whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all students. Student progress is measured through academic progress tracking, Thrive assessments and attendance tracking.

Complaints

Any parent (or in the case of Looked After Children - designated carer) who wishes to make a complaint about SEN provision at The Sunbeck Centre should, in the first instance, make an appointment to meet with the SENCO or Head Teacher. We will make every effort to resolve issues informally and accommodate parental wishes. If a parent feels that the issue has not been resolved to their satisfaction, they should approach the Head Teacher and/ or the Chair of Governors: Tom Kelly or Rebecca Morgan. Representatives of Looked After Children can also approach the Head of the Virtual School for Looked after Children: Julie Bunn.

We are happy to provide copies of the school's SEN policy on request.