

SEND at Sunbeck Information Report

2022 - 2023

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

The types of SEND that are provided for:

We are an alternative provision for pupils in years 7-11 who have been permanently excluded from their mainstream setting or are at risk of permanent exclusion. We offer short term provision and our preventative work is a 12 week intervention. We also offer an assessment placement for 20 weeks for pupils who are going through the statutory assessment process.

We consult with pupils and their families on their needs as part of the induction meeting between pupil, 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 pupil. Reviews are held as needed, for those on a preventative placement this is at the half way point, where parents/carers are invited to meet key tutors to discuss pupils' 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 pupils have already been identified as having SEND by their referring schools. Others have needs identified whilst they are pupils at The Sunbeck Centre. Our protocol for identifying SEND is that all pupils 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 pupils and any member of staff can submit an Initial Concern Form to the SENCO, who will consult with staff and, where appropriate, outside agencies and arrange for necessary intervention or adjustments.

Pupils often require additional support to that provided in mainstream school. Some of our pupils have Education Health and Care Plans (EHCP). We currently work with pupils who have diagnoses, or who display traits of:

- Autistic Spectrum Condition (ASC)
- Attention Hyperactivity Deficit Disorder (ADHD)
- Oppositional Defiance Disorder (ODD)
- Speech, language and communication difficulties
- Attachment disorders
- Moderate learning difficulties
- Specific learning difficulties
- Mental health problems
- Trauma
- Pervasive demand anxiety

(This is not an exhaustive list)

Assessment and Review:

At The Sunbeck Centre staff are involved in continuous assessment and reviewing of the needs of individual pupils.

The Sunbeck Centre identifies pupils who have special educational needs by:

- receiving information, reports and advice from referring schools, agencies or authorities
- baseline assessments in curriculum areas
- Thrive assessment
- analysis of individual pupil needs
- formative and summative assessment processes
- observation
- analysis of prior progress and attainment
- listening to the views and experiences of parents/carers and those of pupils

All subjects conduct half-termly assessments of pupils that enable us to track the academic progress of all pupils. The Deputy Head Teacher/SENCO analyses all data to identify gaps in progress. Our aim is to help all pupils to progress as much as possible towards their personal goals. We believe that all children should have access to quality first teaching, which is 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 pupils on the SEN register have individual learning plans (ILPs), which document their needs and how staff will support them. This enables us to keep a record of the "assess, plan, do, review" process. Plans are reviewed and assessed termly. For pupils with an EHCP, these are reviewed annually by the SENCO and the local authority named caseworker. The pupil, parents/carers will be invited to the review.

We are then able to deliver specific, targeted and specialist interventions on a number of levels, with support from outside agencies where necessary.

Supporting Pupils with Special Educational Needs/Disabilities and their Families:

NYCC Expectation of Good Practice:

'Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely.

Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.

Parents and carers of young people aged 0 – 25 years with special educational needs and/or disabilities (SEND), as well as young people themselves, can contact SENDIASS. The advice is impartial, which means it is not bias and gives confidential information advice and support that is at arm's length to the Local Authority. Please see link below for more information.

<https://sendiassnorthyorkshire.co.uk/>

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 pupils' own schools if they are dual-registered as well as other external agencies and professionals. Some pupils may be identified as needing an Education, Health and Care Plan (EHCP). The SENCO works to prepare an Educational, Health and Care Assessment Request (EHCAR) and collect information from other services. We work in partnership with the Local Authority caseworkers, the pupil and parents/carers. Where an EHCP is issued, The Sunbeck Centre is not usually stated as the named provision. Pupils may stay on roll with us until a suitable, long-term provision is agreed.

At The Sunbeck Centre, we set high expectations for all pupils, 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 pupil are documented in their ILP. We have a rewards and sanctions system that works and takes into account pupils' SEND. The system is based upon our three rules of pride, respect and safety, alongside one personalised target.

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

Arrangements for consulting young people with SEN and involving them in their education:

The Sunbeck Centre always considers the views and opinions of pupils. These are taken into account in all matters affecting pupils and we take into consideration the age, maturity and capacity of each child.

All pupils are encouraged to be active participants in their learning and in school life in general by:

- involving them in the planning of their provision and associated target setting from the admission meeting onwards and throughout their placement at The Sunbeck Centre
- reminding them of agreed targets
- informing them regularly of progress made
- encouraging a positive attitude towards overcoming difficulties
- involving them in the review process
- each pupil has a key tutor who oversees help, advice and support

How adaptations are made to the curriculum and the learning environment of children and young people with SEND:

Once pupils' needs have been assessed an ILP is written so that a pupil with SEND is not disadvantaged. Modifications to provision could include:

- scaffolded/differentiated work
- use of augmentative technology
- use of specialised environment: either calming or stimulating to meet the needs of the individual learner
- use of teaching support to read or scribe
- use of specific IT programmes
- use of coloured papers, specific fonts and type face setting to produce worksheets
- adapted timetables
- flexibility on uniform to meet sensory needs
- preparing pupils for changes in routine

All pupils, regardless of SEND, are encouraged to participate in all school activities and afforded opportunities to do so if they choose to. The Sunbeck Centre site is fully accessible for all pupils. The Sunbeck Centre trips and activities are planned to allow participation of all pupils regardless of SEND.

Transition to Post-16 Education or another educational provision:

All pupils have access to personalised careers advice through our Careers & Guidance Manager.

We work hard to ensure all pupils have a realistic and aspirational post-16 placement in education, training or employment. All pupils are supported on an individual level with advice, year 10 and 11 pupils are offered work experience and visits to FE providers.

Transitions for all pupils are supported by staff and information is appropriately shared. Any pupils with an EHCP will have plans made in their annual review for post-16.

Inclusion and Pupil Voice:

Pupils are all taught in small, mixed ability groups. We have a teacher responsible for pupil voice and she works with other staff to gather views and opinions on a number of aspects of school life.

All school trips and activities are open to all eligible pupils unless a risk assessment has identified that a pupil's participation would cause a health and safety risk to themselves or others.

Staff Training:

Mrs Victoria Milne (BSc (Hons) PGCE, NASENCO), The Sunbeck Centre's SENCO, provides advice and guidance to staff. The National Award for Special Educational Needs Coordination qualification included learning about a range of issues related to special educational needs and inclusion, engaging with a broad conceptual base of current SENCO practice enabling better support for staff and pupils or learners with SEND.

At The Sunbeck Centre, *ALL* teachers are teachers of SEN. We believe all pupils, 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. Staff training so far this year has included:

- Keeping Children Safe in Education
- Pivotal Behaviour Training
- The Sunbeck Centre's approach to SEND
- Tracking pupil progress and assessment
- Team Teach refresher
- Thrive
- Pervasive Demand Anxiety
- Unlocking Autism

We have three HLTAs who support pupils in lessons and deliver interventions. The interventions we offer currently are Thrive, That Reading Thing, Success@Arithmetic, emotional literacy.

Emotional Health and Well-being:

We support the emotional health and well-being of pupils with SEND by providing support through the key tutor role. Pupils 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 our trained Thrive practitioners deliver both group and 1:1 Thrive sessions. Staff have also completed various training on mental health awareness and work closely with the WiMT. The Deputy Headteacher/SENCO is also the mental health lead in school.

There are a number of people who come into The Sunbeck Centre to work with pupils. 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
- Wellbeing in Mind Team
- Mind
- Housing

(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 pupils 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 pupils 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 pupils, parents/carers and school staff to support the transition. Transitions are bespoke to meet the needs of the individual pupil 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 pupils progress with all teaching staff to make sure no-one under achieves and that pupils 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 pupils. Pupil 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 Management Committee: Mr Tom Kelly. 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.