



SEN Policy

Introduction

Poles APart AP is an alternative education provision that provides provision for students who may have social, communication and interaction needs: including neurodiverse students.

Poles APart currently provides additional and/or different provision for a range of neurodiverse needs including, but not limited to, social, emotional and mental health (SEMH) difficulties, Autism Spectrum Condition (ASC) and speech, language and communication needs (SLCN). Poles APart also provides education for mainstream students who have been permanently excluded, are at risk of permanent exclusion, or on an intervention basis or for those who are unable to access mainstream education due to medical or mental health needs.

Legislation and Guidance

This policy and information policy 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 sets out schools' responsibilities for Education, Health and Care (EHC) Plans, Special Educational Needs Coordinators (SENDCo's) and the SEN information report.

Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.



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;
- 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.

A special educational provision is an educational or training provision that is additional to, or different from, provisions and interventions made by mainstream schools.

Roles and Responsibilities

Our Inclusion Lead is: James Phillipotts

Our Deputy Inclusion Lead is: Libby Jeffery

The Inclusion Lead and Deputy Inclusion Lead will;

- work with the directors and the DSL to determine the development of the SEN policy and provision at Poles APart;
- have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provisions made to support individual students with SEN, including those who have EHCPs;
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing SEN support;
- alongside the DSL, the Inclusion Lead will be the point of contact for external agencies, especially the local authority and its support services;
- liaise with and oversee potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned;



- work with the directors to ensure that the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- ensure the provision keeps the records of all students with SEN up to date;
- should the mainstream setting require, will attend Annual Reviews and where applicable Looked After Children (LAC) reviews and Personal Education Plans (PEPs);
- liaise with the Local Authority and parents/carers about EHCP targets and outcomes;
- ensure staff maintain up-to-date knowledge of current good SEN practices and methodologies in order to offer support and training to all staff.
- help to raise awareness of SEN issues;
- monitor the quality and effectiveness of SEN and disability provision within the provision;
- work with the directors to determine the development of the SEN policy and provision at Poles APart;
- have practical SEND experience.

The Directors

The Directors will;

- work with the Inclusion Lead/Deputy Lead to determine the strategic development of the SEN policy and provision at Poles APart;
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Staff

Each staff member is responsible for;

- the progress and development of every student they work with;



- assessment of the impact of support and interventions and their link to classroom teaching;
- working with Inclusion Lead/Deputy Lead to review each student's progress and development and decide on any changes to provision;
- ensure they follow this SEN policy;
- plan personalised curriculums that take into account relevant EHCP targets and student's individual interests.

Types of SEN that Poles APart can Support

Poles APart provides additional and/or different provision for a range of needs, including but not limited to:

- Social, Emotional and Mental health (SEMH) difficulties, for example Attention Deficit Hyperactivity Disorder (ADHD).
- Communication and Interaction needs, for example Autism Spectrum Condition, ASC, Asperger's Syndrome and Speech, language and communication needs (SLCN).
- Cognition and Learning, for example, Dyslexia & Dyspraxia
- Sensory and Physical needs, for example, processing difficulties, epilepsy.

Identification and Assessment of Needs

Not all students attending Poles APart have SEN. We will assess needs on admission, taking into account previous settings, Education Health and Care plans (EHCP), where designated, and make regular ongoing assessments of progress.

All staff who work with the students will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.



Consulting and Involving Students and Parents/Carers

We keep Parents/Carers of students fully informed of the provision being made for their children and young people. We invite Parents/Carers to regularly review the progress of their child.

We will have an early discussion with the student, their main school setting and their parents/carers when identifying whether they need additional special educational provision. This will be recorded on the Poles APart PAP form.

These conversations will make sure that;

- everyone develops a good understanding of the student's areas of strength and difficulty;
- we take into account the parents/carers concerns;
- everyone understands the agreed outcomes sought for the student;
- everyone is clear on what the next steps are.

Assessing and Reviewing Progress

Monitoring progress is an integral part of teaching and leadership within Poles APart. There is regular academic and therapeutic assessment within lessons and progress is regularly shared with schools and parents/carers via a live weekly log, which shows what objectives have been achieved. This weekly information is summarised regularly on their PAP form which follows them during their placement at Poles APart and beyond.

The Inclusion Lead/Deputy Lead also reviews the progress of all students with SEND to ensure they are making the expected or better progress. Where this is not the case, they will liaise with the staff, student, main school setting and parents/carers to identify any issues and what actions can be taken.

Supporting Students Moving Between Phases and Preparing for Adulthood

We will share information with the school, college, or other setting to which the



student is moving where applicable. We will agree with parents/carers and students on which information will be shared as part of this. We work closely with a range of agencies, including the local authority, their main school setting and any future setting for the student in order to create bespoke transition packages based upon individual needs.

For students leaving our setting, we will work closely with the destination setting and a range of professionals will support the student to create a bespoke transition package based on individual needs. Typically, this will involve the key worker supporting initial visits to the destination setting, and the key worker supporting taster days, with half days working towards full days. Transition packages are regularly reviewed with all concerned parties and are overseen by our Reintegration Lead, Lauren Rooks.

Preparation for adulthood and careers are central to the annual review process from year 9 for students in all schools. At Poles APart, we cover career objectives within PSHE and the Life Skills sessions that allow students to explore ideas around interests and aspirations as well as careers-related experiences such as work experience and taster days. We can work with a range of agencies and settings, such as Careers South-West, local colleges and independent careers advisors to work towards students' transition to post-16 settings.

Our Approach to Teaching Pupils with SEN

We aim to ensure that;

- staff are responsible for the progress and development of all students in their class by planning appropriate programs of learning;
- that support is available for all children via quality teaching and therapeutic intervention, this will be differentiated for individual students;
- all students experience success;



- we maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the provision;
- we regularly assess progress via the weekly logs, Motional assessment tool and PAP form;
- key targets are taken and broken down from the EHCP.

Adaptations to the Curriculum and Learning Environment

We ensure students with SEN are able to access their entitlement to a broad, balanced and relevant curriculum as part of Poles APart by making the following adaptations:

- The curriculum is differentiated to take account of individual needs, for example, via grouping, one to one support, teaching styles, content.
- Levels of additional learning support are matched to the wide variety of individual needs while enhancing self-esteem and improving overall mental health.
- We meet the needs of all students by offering appropriate and flexible forms of educational provision, by the most efficient use of all available resources.
- Adapting our resources, environment and staff.
- Using recommended aids such as overlays, visual timetables, laptops, pen readers etc.
- Agreeing the curriculum an SEN student will receive with their main school setting, including collaborative assessment of this during the placement.
- Differentiating teaching for example allowing increased processing times, pre-teaching of key vocabulary, and using alternative forms of recording.

Training of Staff

Our Inclusion Lead is part of the management team.



Our staff are all experienced in delivering learning for students with special educational needs. We adopt a whole team approach ensuring good teaching and learning practice across our curriculum. Staff are committed to identifying and providing for the needs of all students in an inclusive environment where student abilities are supported and valued. Staff seek to overcome barriers to learning and are committed to ensuring that special educational needs are catered for so that students can achieve positive outcomes.

Poles APart has a programme of staff development which includes training related to specific areas of SEN and other curriculum areas. This training is led by those with expertise within the provision, commissioned specialist trainers and webinars related to specific areas of SEN.

Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of our SEN provision by;

- regularly reviewing student progress via the weekly logs, PAP form and Motional assessment tool;
- regular observations of students by staff during sessions;
- monitoring by observations and drop-ins;
- discussion with parents/carers and the student's main school setting about the student's progress;
- review meetings with outside agencies;
- annual review meetings;
- termly reports which are shared with the main school setting, parents/carers and LA.

Engaging SEN students and Broadening Opportunities

Students with SEN are able to access their entitlement to a broad, balanced and relevant curriculum as part of the Poles APart community. We run a range of off-site visits such as forest school, outdoor learning and swimming which



are designed to create opportunities to develop self-esteem, communication, independence and self-management.

All of our students are encouraged to take part in all our activities and are encouraged to take part in our offsite visits such as outdoor education.

All our students are encouraged to take part in sports/outdoor learning and experiential trips.

No student is ever excluded from taking part in these activities because of their SEN or disability.

Support for Improving Emotional and Social Development

We are committed to supporting the social, emotional and mental health needs of our students.

We adopt a whole provision relational/trauma-informed approach to supporting our students allowing them to feel safe and secure with opportunities to express their feelings with emotionally attuned adults.

We will make specialised referrals via a student's main school setting should we deem it effective and necessary.

We operate a key worker approach; staff are trained in emotional coaching and actively use PACE and Motional recommendations to respond to the social, emotional and mental health needs of our students.

At Poles APart, our staff are trained in a trauma informed approach.

Therapeutic support and intervention – we offer several interventions to support social and emotional development through group and individual support according to needs and by working closely with multiple agencies. These include access to our onsite therapist, counsellor and other therapeutic inputs such as therapy and music therapy.



We promote the personal development, safety, health and well-being of our students through PSHE sessions and actively seek our students' voices.

We aim to ensure that students learn in a safe, caring and supportive environment, without fear of being bullied. Bullying is an unacceptable and anti-social behaviour which affects everyone and therefore will not be tolerated.

Collaborative Working

Poles APart continues to build strong working relationships and links with external support services in order to fully support our SEN students and aid inclusion.

Complaints About SEN Provision

Complaints or concerns about SEN provision at Poles APart should be made following the processes stated in the Complaints Policy.

The parents/carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our provision has discriminated against their children.

They can claim alleged discrimination regarding:

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

Designated persons: Alison Dowling and James Phillpotts

Review Date	Name	Actions	Next Review
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11.09.22	CEO	Document reviewed, updates completed	11.09.23
11.09.23	Ali Dowling	Review of policy, updates completed where deemed necessary.	11.09.24