

# Special educational needs (SEN) information report

Keats Engineering and Education Ltd

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our setting.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

**Note:** If there are any terms, we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report. If still unsure please check with us.

## 1. What types of SEN does Keats provide for?

Our setting provides for students with the following needs:

<b>AREA OF NEED</b>	<b>Communication and interaction</b> <b>Cognition and learning</b> <b>Social, emotional and mental health</b> <b>Sensory and/or physical</b>
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## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Tina Connell.

Tina has 13 years of experience in this role and has worked as an Area SENCO for the Educational Psychology Service. She is also a qualified Teacher and served 10 years as a Headteacher.

### Tutors

All of our tutors receive in-house weekly SEN training, and are supported by the SENCO to meet the needs of students who have SEN.

### Teaching assistants (TAs)

We have a team of TAs who are trained to deliver SEN provision. Our TAs also receive weekly SEN training.

### External agencies and experts

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language Therapists
- Educational Psychologists
- Occupational Therapists
- GPs or Paediatricians
- School Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers
- Social Services and other Local authority (LA)-provided support services
- Voluntary sector organisations

## 3. What should I do if I think my child has SEN?

By the time students come to us, it is highly likely that their SEN needs have been identified. Even so, we still want to learn from you as parents/carers about your concerns and we will invite you to a meeting to discuss with us what your worries are. At this initial meeting, we will try to get a better understanding of what your child's strengths and difficulties are.

## 4. How will the school know if my child needs further SEN support than what is already in place?

All our tutors are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their work or socially.

If the tutor notices that a student is falling behind, despite the bespoke support they already get from Keats, they try to find out if the student has any unidentified gaps in their learning. If they can find a gap, they will give the student extra tuition to try to fill it.

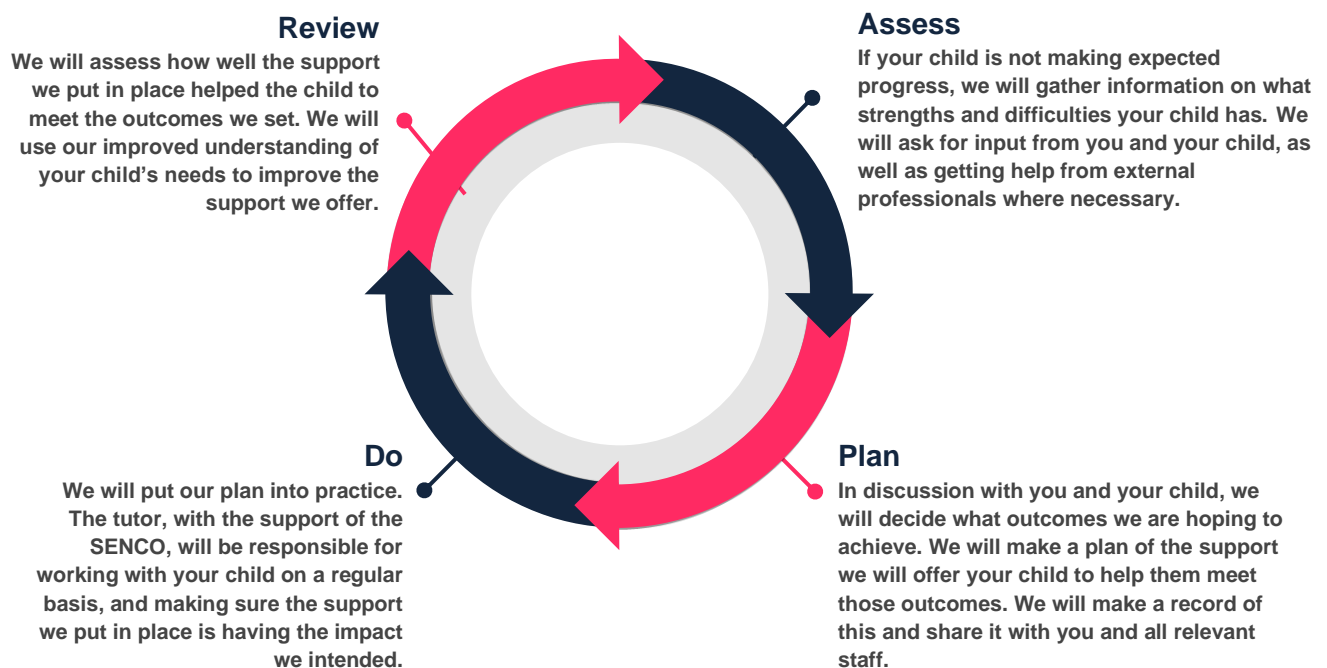
If the student is still struggling to make the progress expected, the tutor will talk to the SENCO, and we will contact you to discuss things further.

## 5. How will my child's progress be measured?

Both academic and EHCP targets are reviewed on a half-termly basis by the SENCo and tutors.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. The cycle will continue and the targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide half-termly reports on your child's progress.

Through the above progress reports and annual reviews of their EHCPs, we will communicate the following with you:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of the setting.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise at any time, please contact us.

## 7. How will my child be involved in decisions made about their education?

We recognise that no two children are the same, and at a minimum, we will seek their views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Contribute verbally to a written report to prepare for their annual review.
- Discuss their views with a member of staff who can act as a representative during the meeting.

## 8. How will the setting adapt its teaching for my child?

Staff are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a bespoke curriculum whilst they attend our setting.

We will adapt how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, larger font, etc
- Teaching assistants will support students on a 1-to-1 basis
- Teaching assistants will support students in small groups.

## 9. How will the setting evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each half term
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an Education, Health and Care EHC plan).

## 10. How will the setting resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise.

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## 11. How will the setting make sure my child is included in activities?

All of our activities and visits are available to all our students.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## 12. How does the setting support students with disabilities?

- We ensure we take steps to prevent disabled students from being treated less favourably than other students
- We have options with our facilities so that all teaching can be completed on the ground level.
- We have an accessibility plan which covers how we will:
  - Increase the extent to which disabled students can participate in the curriculum
  - Improve the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services we provide
  - Improve the availability of accessible information to disabled students.

## 13. How will the setting support my child's mental health, and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- We provide pastoral support for listening to the views of all students
- We have a 'zero tolerance' approach to bullying.

## 14. What support will be available for my child as they prepare for adulthood?

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

## 15. What support is in place for looked-after and previously looked-after children with SEN?

Tom Wiles (Director of Education) will work with Tina Connell, our SENCO, to make sure that all tutors understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students will also have a Personal Education Plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our setting should be made to the Director of Education.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our setting has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

## 17. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Local Authority SEN local offer.

National charities that offer information and support to families of children with SEN are:



- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 18. Glossary

- › **Access arrangements** – special arrangements to allow students with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a student's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a student with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When tutors adapt how they teach in response to a student's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- › **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- › **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- › **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area
- › **Outcome** – target for improvement for students with SEN. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- › **SEN support** – special educational provision that meets the needs of students with SEN



➤ **Transition** – when a student moves between years, phases, schools or institutions or life stages.