

SEN Information Report



DfE no: 850/6107



Approved by: Governing board

Date: June 2025

Signed by: 

Position: Chair of Governing board

Last reviewed: June 2025

Next review due: June 2026

Monitoring arrangements

This policy will be reviewed at least annually but may be subject to review at the Headteacher's discretion at any time

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1.The Inclusion way

‘The Inclusion Way’: A Shared Foundation

‘The Inclusion Way’ has been developed by Inclusion Education and is based on over ten years’ experience. ‘The Inclusion Way’ captures our ethos to wellbeing and mental health, our pedagogical approach and all aspects that affect a learner’s educational experience.

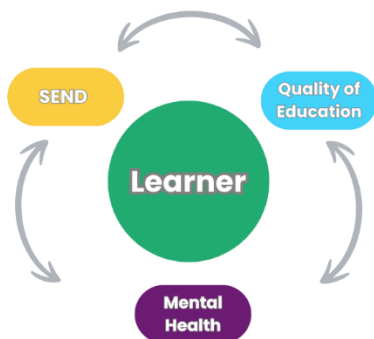
This introduction outlines how the ‘Inclusion Way’ is used and embedded as a shared vision and foundation across all our policies and practices at Inclusion School(s). This introduction defines who our learners are, why they are here, and how our inclusive pedagogical approach ensures our learners are supported, valued and empowered.

It is important to understand the journey our typical learner has been on before they arrive at an Inclusion School.

For example, our learners will:

- typically have a severe and chronic diagnosed mental health need. They are likely experiencing, or have experienced, self-harm, suicide ideation, depression, and high anxiety.
- have diagnosed and/or undiagnosed SEND needs related to speech, language and communication (SLCN), communication and interaction (C&I), or specific learning differences (SpLD).
- often experience significant gaps in education at primary and/or secondary level.
- have a history of non-attendance due to high anxiety and mental health needs and have been identified as emotionally based school avoiders (EBSA).
- are often working below age-related expectations in Maths, English, and Science due to disrupted education and unmet needs.
- may have experienced trauma, whether through Adverse Childhood Experiences (ACEs) or bullying in previous educational settings.
- are young people exploring their identity and discovering who they are and who they want to be. While they may struggle with emotional regulation or academic attainment, they are not of primary-age cognitive ability, they are young adults and want to be treated as such.

At Inclusion Schools, we deliver education through a three-tiered curriculum model based on the triangulation between Mental Health, Quality of Education and SEND.



These three aspects are of equal importance and they all inform each other.

Only by working collaboratively are our learners able to make sustained and holistic progress.

The Inclusion Way' is more than a framework: it is the heart of our schools' mission. By addressing mental health, SEND, and academic development as equally essential, we equip learners not only to succeed in education but to thrive in life. Our learners tell us this works. Their progress shows us it works.

2. What is the SEN Information Report?

The SEN report highlights how we implement to SEND Policy at Inclusion Schools, to ensure learners make good progress.

The Children and Families Act (2014) requires the Local Authority to publish information on services and provisions across education, health and social care for children and learners aged 0-25 with special education needs and/or disabilities (SEND). The purpose of the Local Offer and the Schools' SEN Information Reports is to enable parents and carers to see what services are available to children with SEND in their area and how to assess these. The information here forms our SEN Information Report.

The purpose of the plan is to:

The purpose of this report is to describe our provision with regards to children with special educational needs and/or disabilities and the principles upon which these are based.

3. About Inclusion Schools

Inclusion Schools are independent non-maintained special schools (INMSS) for learners aged 11—16. We use a trauma-informed approach based on a recovery curriculum to

enable our learners to achieve personalised progress. We achieve this by developing trust and respect between the learner and our team, which in turn helps to create a more engaged and focussed approach to learning. Please see section 1 for further information on the Inclusion Way.

As a smaller, bespoke establishment, Inclusion Schools are able to offer a more individual approach to each of our learners - differentiating our methods for every learner's specific needs.

Our whole school approach looks beyond the behaviour to the cause of the issue, seeking to build trusted relationships with our learners which can then lead to a re-engagement with education and demonstrate a desire to learn.

Using a methodology based on a combination of the recovery curriculum, a trauma-informed response and Dan Hughes' PACE model, we work with the learner to develop the most effective pathway and approach for them.

The PACE (Playfulness, Acceptance, Curiosity and Empathy) approach, developed by Dr. Dan Hughes, works on the basic premise that once a learner knows that you have connected with where they are emotionally they can stop 'showing you' (the acting out) and begin to engage more thoughtfully and articulately.

Whilst many of our learners have an identified additional learning need or diagnosed mental health issue, which will help our team in developing the best approach to working with them, we also support learners with no diagnosis or identified neurologically driven need, with an EHCP who may display dysregulated behaviours. These behaviours can be a re-enactment of previous experiences (trauma) and/or driven by an inability to self-regulate.

'The Inclusion Way' is our whole school approach at Inclusion Schools. This means that we consider the whole learner and their story, including their background and pathway to us, not just how they present. Our use of the PACE approach helps them become more trusting, which leads to greater opportunities to be reflective of their thoughts and feelings and place them in a better place to learn.

Whilst this approach is by no means a quick fix, our programme 'The Inclusion Way' has been developed by our experienced practitioners, working with learners for a number of years. We know this approach works, allowing staff to see both our learner's strengths and positive aspects beneath the mask of negative or dysregulated behaviour.

We believe that every learner, no matter their additional need, background, experience or history has the right to feel heard, understood and validated.

Our school values are the foundation school ensuring we grow a sense of community and belonging. Our values are

- Belonging
- Integrity
- Growth
- Kindness
- Inclusion
- Co-operation
- Respect
- Compassion
- Community
- Acceptance

Inclusion Schools have a capacity for 41 students, who are all required to have an EHCP.

Our Admissions Policy details the needs of our learners present with, which may be include:

- A chronic or severe mental health need
- A history of self-harm and suicide ideation
- School phobia/emotionally-based school avoidance (EBSA)
- High anxiety
- Low self-esteem, confidence and resilience
- A history of self-harm and suicide ideation
- Autistic spectrum condition (ASC)
- Trauma and attachment disorders

Please refer to our Admissions Policy for further details.

4. Objectives

In order to meet the needs of learners with SEND, Inclusion Schools will:

- Provide intervention at a suitable level when a learner is identified as having SEND
- We cater for different learning styles to allow learners with SEND to access our curriculum

- Use resources effectively to support learners with SEND
- Assess and keep records of the progress of learners with SEND
- Provide bespoke learning and support needs for each learner
- Work with outside agencies who provide specialist support and teaching for learners with SEND
- Inform and involve the parents/carers of learners with SEND so that we can work together to support them
- Encourage active involvement by the learner themselves in meeting their needs
- Provide ongoing training for all staff working with learners with SEND
- Hold annual reviews, or sooner if required

Definition of SEN

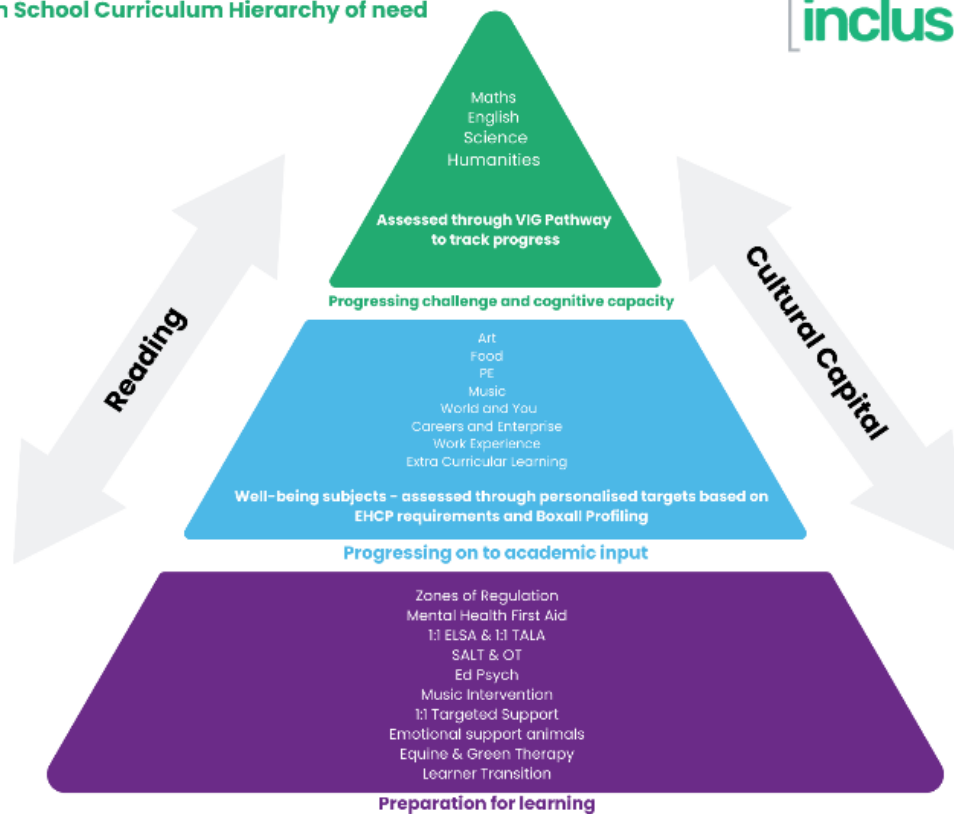
A child or learner has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has 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

At Inclusion Schools we only receive learners who are in receipt of an EHCP.

5. Access to the curriculum

Inclusion School Curriculum Hierarchy of need



Our curriculum design integrates academic learning with social-emotional skills development and mental health support.

We recognise the importance of addressing the needs of the whole learner and strive to create a balanced educational experience.

Our curriculum model (see image above) consists of three layers which form the foundations for access, success and progression:

Tier 1 (Purple) focuses on preparation for learning and supporting learners with their mental health, EHCP outcomes and any barriers to learning that they may be facing. The aim of this tier and therapeutic input is to ensure that learners are regulated, happy and feel safe so that they are suitably equipped in all areas to support learning and progression.

Tier 2 (Blue) progresses learners by transitioning them into the ‘academic input zone’. This allows learners to experience a range of subjects with a slightly lower cognitive demand, whilst still maintaining high expectations and embedding routines.

Our ‘golden threads’ ensure that all learners experience the same routine and expectations, whilst providing them with an accessible curriculum for their individual needs.

Tier 3 (Green) enhances progress by increasing the level of challenge and academic input, resulting in an increased level of cognitive demand. This is when we prepare learners for examinations (with the help of tier 1), so that they can aim for formal certification and accreditation in a variety of subject areas. If deemed appropriate for the learner, qualifications are available at tier 2 also.

Throughout our curriculum offer, cultural capital and reading opportunities are embedded daily and weekly to ensure that learners are prepared for life beyond Inclusion Schools.

Our curriculum

The Inclusion Schools’ curriculum includes:

- NOCN Functional Skills - Maths Level 1 & Level 2
- NOCN Functional Skills - English Level 1 & Level 2
- NOCN Functional Skills - Entry Level Maths Level 1, 2 & 3
- NOCN Functional Skills - Entry Level English Level 1, 2 & 3
- NOCN Personal Wellbeing Level 1
- NOCN Employability Skills EL3
- World and You - PSHE Association Benchmarking
- Kings Trust Level 1 & Level 2
- ASDAN Short Course (Food and Wellbeing)
- Step Up To English (Bronze, Silver & Gold)
- AQA Unit awards
- GCSE Maths
- GCSE English
- GCSE Science
- Enrichment— one to one and small group music sessions, art, life skills

- Mental Health Practitioner and the wellbeing team: 1 hour appointment each week, completely confidential, ELSA and TALA (Therapeutic active listening skills assistant) qualified, Learner centred
- Music Technology: 1:1 sessions exploring interests, developing skills and Music production. Musical gradings where appropriate Eg: Singing or Guitar.

We are able to provide a supported educational pathway to the exams to suit the individual learner, helping them reach their potential at a level that suits them, with their needs at the forefront.

Assessing and reviewing learners' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. Staff work together in department planning time, SEN Zone and Boxall targets to carry out a clear analysis of the learner's needs.

This will draw on:

- Using data from initial diagnostic assessments
- The teacher's assessment and experience of the learner
- The relevant outcomes/assessments from identified therapists
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data with similar presentations/diagnosis
- The views and experience of parents/carers
- The learner's own views
- Advice from external support services, if relevant

The range of assessments will be triangulated and reviewed regularly. Using SEN Zone all teachers and support staff who work with the learner 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 learner's progress.

We offer the following interventions for learners as needed:

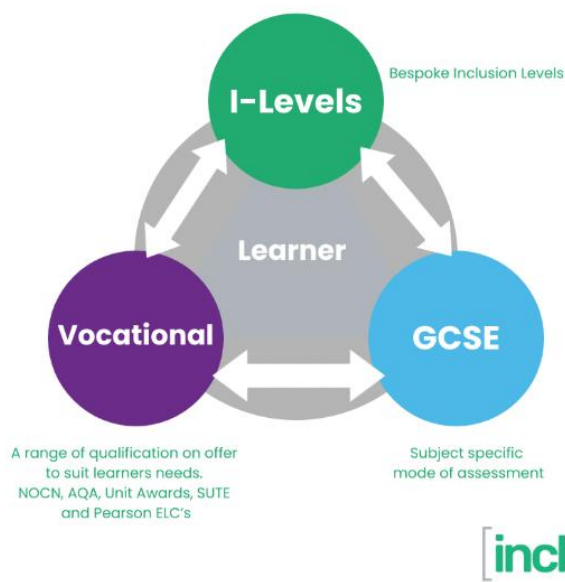
- Phonics
- Daily reading support

- Maths intervention (direct and classroom based)
- English (direct and classroom based)
- Speech and Language Therapy (direct and classroom based)
- Play Therapy
- Drawing and Talking Therapy
- Mental health support
- ELSA
- TALA
- 1:1 mentoring programme
- Music sessions
- Access to outside space on and off school site
- Equine Facilitated Learning
- Time with school animals for regulation

Curriculum Pathways



Inclusion Qualifications



At Inclusion Schools, we have 3 curriculum pathways, which are also known as our 'VIG' Pathways: Vocational, I Level and GCSE.

These allow for the customisation of educational experiences to meet the diverse needs, interests, and abilities of our learners. This ensures that each learner receives appropriate instruction tailored to their learning styles, goals, and pastoral needs.

All learners are baselined using our Inclusion levels and based on evidence-informed criteria being met, learners then follow either a vocational pathway or GCSE pathway.

However, it should be noted that based on learner needs (academically and pastorally), learners may change between the pathways on offer.

Through offering diverse curriculum pathways, Inclusion Schools ensure that learning is inclusive and that all learners have access to a range of academic and vocational opportunities, promoting inclusivity and equity in education. (Also known as 'The Inclusion Way').

6. SEND Support

Area of Need	Whole school approach	Additional interventions	SEND
Cognition & Learning	A nurturing environment with opportunities for small group experiences in a safe and secure space for learners. Assessment of learners strengths and challenging areas, access to assessment for learning records, a range of diagnostic tests, observational checklists, identifying preferred learning styles. Differentiated curriculum planning, activities, delivery including teaching styles which reflect preferred method of learning. Flexibility in timetabling and session planning to allow extra take-up time for responses to questions or contributions to group discussion & extra time for activities. Increased visual aids such as Task Plans,	Lead for SEND distributes information about the learner to relevant staff. Regular planning of specifically differentiated work to ensure effective inclusion in all areas of the curriculum. Catch up programmes – Literacy and numeracy Individualised timetable In-class support in targeted subject areas. Alternative forms of recording which enable learners to demonstrate knowledge without the requirement for extended written work. Activities and support to help with developing sequencing and	Lead for SEND distributes information about the learner to relevant staff. Further analysis of learners strengths and weaknesses in literacy and numeracy, receptive language, with advice/support from specialist support services. Updated individual education plan prepared to include guidance/advice/intervention from support services. Intense literacy/ numeracy support. Exam concessions. Alternative accreditation/ vocational courses e.g Certificate of Achievement. Speech and Language support / advice Occupational Therapy support / advice for those with direct support. Advice from EP and other professionals.

	Speak Out strategies and role modelling. Visual timetables. Use of writing frames. Access to ICT. Using practical activities and experiential learning, including work with concrete/visual materials and objects of reference to establish concepts and skills. Opportunities for learners to transfer/generalise their learning in different contexts. Tracking individual progress. Opportunities for revision and over learning. Daily reading. Annual EHCP reviews. Fortnightly SEN Zone meeting.	organisational skills. Tutor/mentor support for organisational skills. Strategies and support materials to help compensate for weak memory skills.	
Communication & Interaction (C&I)	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words.	Positioning of the learner and staff in class considered. In class support with focus on	Speech and Language support / advice Occupational Therapy support / advice for those with direct support.

	Strategies to develop and extend listening and attention. Increased visual aids such as Task Plans, Speak Out strategies and role modelling. Visual timetables. Structured session routines and behaviour expectations. Access to grouping that enables learners to work with peers who will provide good role models for language and communication skills. Reducing background noise when talking to the group as a whole.	supporting speech and language. Simplified language reinforced by visual resources to compensate for mild to moderate language delay, where this is part of a general pattern of difficulties. Giving extra take-up time for speaking and listening activities. Avoiding pressuring learners to respond quickly. Creating a quiet, distraction free space for small group activities. Signs around the setting/schools should include symbols/visuals in addition to text. Using practical activities and experiential learning, including adults modelling learning and the provision of real objects. Careful consideration of the	Advice from EP and other professionals. Focussed work to ensure vocabulary development in specific subject areas. Entry Level Course, alternative accreditation, work related learning and college opportunities, programmes to develop life skills. Support for the provision and use of specialist ICT for access and communication. Recognition of the potential stress, anxiety, confusion and unhappiness (SLCN) can cause, and positive action to support the learner. Recognition that stress and anxiety may be expressed through unusual behaviour and understanding of the reasons for such behaviour. Specific teaching of appropriate strategies to address personal stress and anxiety. Positive pastoral support to address low self-esteem. (mentoring/counselling) The use of rewards and positive recognition. The provision of a dedicated
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		complexity of pictures used to support learning. Provision of Communication Skills sessions.	space or particular activity for the learner for difficult times. Providing opportunities for small group work within the classroom or on a withdrawal basis to address speech, language and communication needs. Fortnightly visits from an SaLT specialist, to help support students and staff.
Social, Emotional and Mental Health (SEMH)	Inclusion Schools have clear policies for promoting positive behaviour which are based upon positive reinforcement and are applied consistently by all staff. There is a strong lead by members of the leadership team and senior managers who are closely involved in the promotion of positive behaviour and attendance and provide close support to all staff. Inclusion Schools have a well-developed programme for PSHE which addresses social and living skills and emotional literacy.	In class support for supporting behaviour targets. Staff recognition of the stress and unhappiness that learning needs can cause. Access to counselling support. Flexible grouping arrangements or additional support in the classroom to promote progress in SEBD. Teaching of appropriate behaviour and expectations in group sizes to allow the development of social interaction skills.	Inclusion Schools engages in significant training relating to the needs of learners with SEMH. Further analysis of learners strengths and weaknesses in social, emotional and behavioural development, with advice/support from specialist support services. Staff know how to modify and differentiate the Learning Centre policy for promoting positive behaviour and attendance to take account of the individual needs of learners with SENs in the area of SEBD. Specialised Individual Listening Post appointments. Individual support in sessions

	Clear classroom routines supported by visual cues. Healthy living education. Access to their tutor. World and You curriculum. Life Skills curriculum Access to RSE and Get it On support.	Additional support for unstructured periods. Time limited targeted intervention groups to address individual priority needs (e.g. anger management, conflict resolution, friendship skills, getting on with certain people). Specific teaching of social skills. Specific teaching of how to keep safe.	Individual reward systems and sanctions. Advice from EP and other professionals.
Sensory and Physical	Physical activities planned into continuous provision & adult led. Develop wide range of vocabulary to describe senses and explain things. Encourage to explore a wide range of sensory activities including sports, music, art and textiles, cooking. Flexible teaching arrangements. Medical support /advice. Equipment to support sensory needs Eg: Loop ear buds, wobble	Staff aware of implications of impairments. Keyboard skills training. Additional activities designed to develop fine and gross motor skills where these are part of a general pattern of difficulties. In class support for supporting access, safety Differentiated resources eg whiteboard, laptop, enlarged prints on	Advice and support from: Occupational Therapy Service, School nurse and Physiotherapy Service Individual support in class. Disabled toilet.

	stools, wobble cushions, kitchen utensils, fiddle toys and building OT in PE sessions. Calming spaces in The Sanctuary's.	handouts and worksheets. Resources to support concentration e.g. timers, notebooks for doodling, fidget toys	
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7. Identifying need

Inclusion Schools operates a detailed admissions process that includes input from the Local SEN team, annual reviews, professionals, parents/carers and families and the learners themselves. This ensures we have as much information as possible.

Initial assessments by Inclusion Schools and meetings with learners and their families further contribute to the background and information gathering process in order for support needs and strategies and an individual learning plan to be set for all learners individually. Ongoing evaluation and reporting by all staff monitors progress. All learners' progress is monitored and evaluated, both academic and behavioural and emotional through our internal systems, case reviews and Boxhall.

Early intervention includes:

- sharing learner progress with Hampshire SEN and collaborating on progression and any interventions
- attending multi-disciplinary meetings for learners
- consulting in boards such as Early Help Hubs

We evaluate this through marking and feedback, teacher-highlighted SEN identification, and SEN Zone meetings. This feeds into the individual support needs and strategies plans and qualification plans. These are reviewed during termly academic progress tracking, fortnightly SEN Zone meetings (including updating Boxall and bespoke SEN profiles). EHCP annual reviews are held for all learners.

Inclusion Schools staff work together with learners and parents/carers to recognise additional support a learner may require in order to enable him/her to access the curriculum.

High quality, adaptative teaching for individuals is the first step in responding to learners who have or may have SEN. Adaptive teaching tasks may be through alternative tasks, differentiated texts or by outcome. Together staff plan and assess the impact of support and intervention strategies that promote and develop mental health and wellbeing are embedded in the curriculum and designed to meet the needs of the learners specific to their social and emotional needs and developmental age.

Inclusion Schools have clear strategies on how to support the mental health and wellbeing of learners with special educational needs, disabilities, disadvantaged and vulnerable children.

Please see Inclusion Schools' Mental Health Policy for more details on this.

Inclusion Schools responses and strategies:

- A committed team that sets a culture within the organisation that values all learners; allows them to feel a sense of belonging; and makes it possible to talk about problems in a non- stigmatising way;
- An ethos of setting high expectations of attainment for all learners with consistently applied support. This includes clear policies on behaviour and bullying that set out the responsibilities of everyone in the organisation and the range of acceptable and unacceptable behaviour for learners. These are available and understood clearly by all, and consistently applied by staff
- Working with parents and carers as well as with the learners themselves, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them;

Strategies and follow up:

Each learner has an individualised Learner Profile, with supportive information from their EHCPs, their EHCP outcomes, useful information, triggers and strengths. Boxall targets are set by tutors, then shared and discussed at SEN Zone, to ensure consistency across the school for our learners.

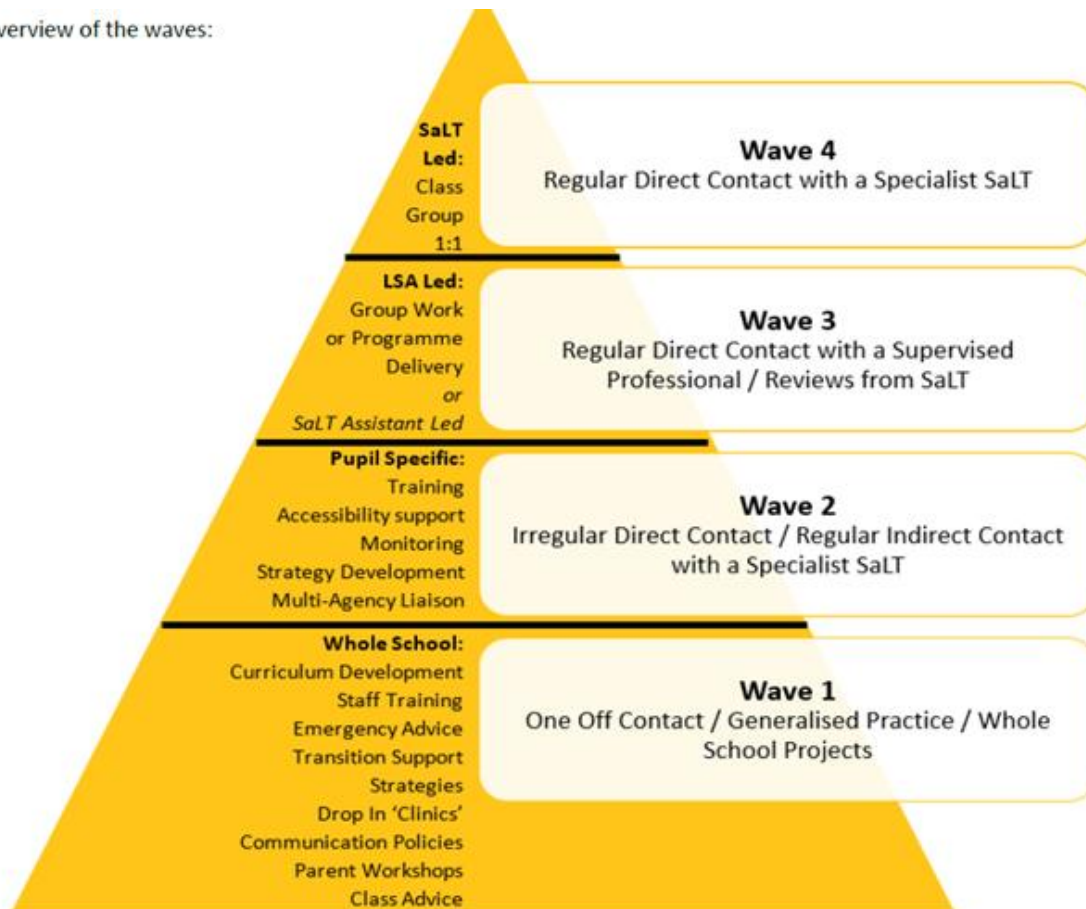
Information on needs are taken from EHCP, referral paperwork, professionals, CAMHS, YOT, parents and the learner themselves and Boxall. We always make sure to ask the learner themselves what works for them and what doesn't. All staff are encouraged to add to the strategies plan periodically, especially if they have something that has worked or have identified something that upsets or triggers the learner.

These are overseen by SLT and reviewed at SEN Zone with planning for interventions and further support, including measuring impact.

8. Speech and language therapy (SaLT)

The speech and language therapist works across 4 different levels, or 'waves', of intervention, with wave 1 being the whole school support that influences what is offered universally within the setting and wave 4 being direct contact with the speech and language therapist.

An overview of the waves:



The speech and language therapist:

- Provides whole school training to support staff's understanding of speech, language and communication needs (SLCN), the impact SLCN has on mental health, learning and behaviour and strategies to support learners within the context of the school and classroom environment
- Supports learners to develop their self-awareness skills and understanding as to why they may find certain tasks and situations challenging

- Supports both learners and staff to understand and implement a range of different strategies that can support their access to the curriculum and support the development of social communication and emotional regulation skills
- Completes up to date assessment to identify whether a learner has SLCN and will write reports and provide strategy summary guides to support staff to understand each learner's needs in relation to communication and interaction
- Will contribute to learners EHCPs and annual reviews to ensure their needs are understood and appropriate provision is put in place to support their needs.
- Will provide intervention at an individual and class level to support the development of communication and interaction skills, as requested by the school.

9. Transition Planning

Overarching principles

Learners are involved in the strategies, delivery, evaluation and transition from their provision at Inclusion Schools. Learners who move on from Inclusion Schools move on with a secure intended destination.

'Transition' can refer to:

- Transition on to further education
- Transition on to employment, supported internships, traineeships, apprenticeship or employment
- Transition onto further specialist support
- Transition support is developmentally appropriate, taking into account the learner's:
 - Maturity, as well as chronological age
 - Cognitive abilities
 - Psychological status
 - Needs in respect to long term conditions
 - Social and personal circumstances
 - Caring responsibilities
 - Communication needs
 - Independent life skills
 - Employability skills and readiness for work
 - Ability to engage with a wider community

Transition planning is strength-based and focuses on what is positive and possible for the learner rather than on a predetermined set of transition options.

The transition plan also identifies the support available to the learner.

Inclusion Schools use a learner-centred approach to ensure that transition support:

- Treats the learner as an equal partner in the process and takes full account of their views and needs
- Involves the learner and their family or carers, education professionals, other professionals and the intended destination as appropriate through regular reviews and feedback.
- Supports the learner to make decisions and builds their confidence
- Fully involves the learner in terms of the way it is planned, implemented and reviewed

Transition planning

Timing and reviews

Inclusion Schools transition team, careers advisor and SEND lead holds regular internal meetings to review provision and measure progress towards transition. Formal Annual Review meetings take place to share outcomes with all those involved in supporting the learner and make plans for any transitions.

Review meetings:

- Involve all practitioners and professionals providing support to the learner, including the staff of the Post 16 provision learners are transiting onto.
- Involve the learner and parents/carers
- Inform a transition plan that is linked to other plans the learner has in respect of their care and support
- Help the learner identify a named member of staff to support their plan

Named member(s) of staff:

- Will oversee, coordinate or deliver transition support, depending in nature of their role
- Be the link between the learner and other professionals involved in their education Arrange appointments and meetings where needed as part of transition

- Help learners navigate services
- Ensure that learners who are also carers can access support
 - Act as a representative for the learner, if needed, at meetings and provide support or act as an advocate for them.
 - Direct the learner to other sources of support and advice
 - Think about ways to help the learner to get to appointments if needed
 - Provide advice and information

Involving learners

Inclusion Schools offer learners support and help to become involved in their transition planning. This may be through:

- Coaching and mentoring
- Advocacy
- Clear widge visual aids
- Use of technology and alternative ways of presenting and recording views
- Helping learners to develop their confidence and give them a chance to raise any concerns and queries, separately from parents/carers if necessary

Support before the transition takes place

Inclusion Schools will ensure that there is a contingency plan in place.

A contingency plan should also be in place to ensure consistent transition should the named worker leave or be unavailable.

Support for learner to visit places they may move on to so they can see what they are like and make informed choices.

Ensure data from EHCPs, exam access arrangements and any other diagnostic and progress tracking data is used to inform transition planning.

Transition to Post 16

The transition from Year 11 to a post-16 destination will potentially be the most significant educational change learners will have experienced and it is therefore essential that

preparations for this take place as early as possible, where appropriate to do so. There are a range of support options for this transition, including:

- Year 9, 10 and Year 11 careers interviews
- Formal discussions held at Education, Health and Care Plan Annual Reviews, led by Inclusion's SEND Lead, or Personal Education Plan meetings, led by the DSL, also attended by parents/carers and other professionals, in which the learner will have the opportunity to express their aspirations and the support they need to achieve them
- The Year 11 Annual Review will specifically focus on the desired placement and the necessary transition support needed for the learner to be successful
- Transition team to work with the Post 16 provisions and offer the learner a supported visit with a trusted member of Inclusion staff to visit, discuss the experience and make informed choices about transition planning; alternatively, members of staff from the other setting will be able to visit learners at Inclusion
- This will include sharing of support needs and strategies between Inclusion Schools and the post-16 setting, including the transfer of any relevant safeguarding documentation at the end of Year 11
- Learners will be supported by a member of staff to write their own letter to their destination expressing their needs in their own words which can be shared with all staff working with them so that their needs can be effectively met by all staff at the destination
- Develop a contingency plan with named members of staff responsible for overseeing its progress and necessity (typically the Head)
- Ensure that learners who are also carers can access support
- Act as a representative for the learner, if needed, at meetings and provide support or act as an advocate for them
- Direct the learner to other sources of support and advice
- Think about ways to help the learner to get to appointments if needed
- Provide advice and information
- Be the link between the learner and other professionals involved in their education

Support following moving on

Inclusion Schools remain available for both the learner and the destination, in case any further support is needed.

10. Staff training

Inclusion Schools are committed to the learning and development of all its staff members and training opportunities will be provided and delivered.

The Deputy Head of Learner Welfare and SEND working with the Quality of education Deputy Head will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing learners with SEND.

Examples of SEND training have included:

- Precision Teaching
- Selective mutism delivered by HCC Speech and Language Therapy
- What is Speech, Language and Communication Needs (SCLN)
- Zones of Regulation, delivered by Ace Therapy
- PDA training

Evaluating the effectiveness of SEN Provision

- Reviewing learners' individual progress towards their goals each term.
- Reviewing the impact of interventions, according to the nature of the therapeutic intervention.
- Using learner questionnaires.
- Working with tutors to update Boxall targets for each learner termly, reviewing and setting new ones, when necessary.
- Holding annual reviews for learners with EHC plans.

11. Complaints and concerns about SEN

Follow the complaints procedure as laid out in our policy. Inclusion Schools Complaints procedures, available on our website.

12. Annual reviews

Inclusion Schools will ensure that all staff monitor and review the learner's progress during the year and conduct a formal review of the EHC plan at least annually. Inclusion Schools will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the learner prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at Inclusion Schools to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst learners and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and learner that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for CLA/LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the learner's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each learner's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a learner's needs significantly change, Inclusion Schools will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, Deputy Head of Learner Welfare and SEND will request the LA to conduct a re-assessment of a learner whenever they feel it is necessary.

13. SEND Lead role

The SEND Lead is responsible for coordinating all the support for learners with Special Educational Needs and/or Disabilities (SEND) and developing the schools' SEND Policy making sure all children receive a consistent, high-quality response to meeting their needs in school.

- Keeping records of the child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children in the school achieve the best progress possible.
- Provide Up to date profiles for each learner
- Providing CPD for all staff which can include SPD on the four areas of need.
- Hosting SEN Zone fortnightly highlighting need SEND learners.
- Hosting annual reviews