

**Inclusion School SEND Information Report February 2022**

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Special Educational Needs and Disabilities (SEND) – Local Offer

<http://www.hantslocaloffer.info>

## **Introduction**

### **What is the SEN Information Report?**

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 young people aged 0-25 with special education needs and/or disabilities (SEND). The purpose of the Local Offer and the School 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 access these. The information here forms our SEN Information Report.

### **About Inclusion School**

Inclusion School is an independent specialist school 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.

Many of our learners have experienced challenges attending mainstream school, with their particular neurodiversity, additional need or mental health needs creating barriers to access and participation in these educational settings.

As a smaller, bespoke establishment, Inclusion School a more individual approach to each of our learners - differentiating our methods for every young person's specific needs.

Our 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 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 young person 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 may 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, 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.

Our approach at Inclusion School is to consider the whole young person 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 has been developed by our experienced

practitioners, working with young people 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 young person, no matter their additional need, background, experience or history has the right to feel heard, understood and validated.

Inclusion School currently has 32 learners, 22 with EHCPs and 2 young people being assessed for an EHCP.

### **How we support learners without an EHCP**

Some learners attend Inclusion School who do not have an Education, Health and Care Plan (EHCP). However, they still require a tailored education programme in a small learning environment. It is a requirement that a detailed referral from the referring school is provided, allowing us to use that information to plan a bespoke programme, to best support their needs. We are able to work with schools wishing to apply for an EHCP for their learner, by providing evidence and completing paperwork.

Bespoke support and strategy needs are put in place for all new learners, this is an evolving document being updated as needs are identified and the young person progresses.

Supporting the mental health and wellbeing of our learners is integral to each of our sessions.

We aim to offer support and assistance to our learners, increasing their confidence, identifying their interests, skills and personal qualities – enabling them to discover their own individual pathway. We can then assist them to develop and build on these skills – progressing to whatever next steps they wish to make moving forward.

### **Objectives**

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

- Provide intervention at a suitable level when a learner is identified as having SEND.
- Use a variety of teaching styles, and cater for different learning styles to allow learners with SEND to access our curriculum, including remote learning provision.
- 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.

## **Access to the curriculum**

Inclusion School Curriculum includes:

- Functional Skills Maths Level 1 & Level 2
- Functional Skills English Level 1 & Level 2
- NOCN Personal Wellbeing Level 1
- NOCN Employability Skills EL3
- Enrichment— one to one and small group music sessions, art, life skills
- Mental Health Practitioner: 1 hour appointment each week, completely confidential, ELSA and FEIPS (Framework for Enhanced Individual Pastoral Support) qualified , Young person centred
- Music Technology: 1:1 sessions exploring interests, developing skills and Music production

The SEN provision is based upon the Inclusion statement in the National Curriculum 2000 document of:

- Setting suitable learning targets
- Responding to young people's diverse learning needs
- Overcoming potential barriers to learning.

## **Lead for SEND**

The Lead for SEND supports all teaching and support staff to carry out an ongoing process of assessment, planning and review that recognises each young person's strengths as well as areas for improvement.

The Lead for SEND is responsible for consulting with referring schools, SENCO's and other professionals (as identified on EHCP) young people and their parents/carers to make decisions and assessments about progress and areas of need.

## **Access Arrangements**

Strategies which are used to enable access to our curriculum and programmes of learning are:

- Differentiation of the curriculum to match tasks to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the learners in the session.
- Use of support staff to provide additional support within sessions.
- Small group and 1:1 teaching
- Alternative means of accessing the curriculum through ICT, and support staff such as reader/ scribe
- Use of positive behaviour modification strategies within the classroom and as part of the Learner Code of Conduct
- Social skills and social communication small group sessions.
- Access to Enrichment activities
- Access to the mentors

- In-house training for all staff on the needs of young people with SEND
- Supporting the arrangement of assessment for exam access

### **Identifying Need.**

Inclusion School operates a detailed referral process that includes input from schools, colleges, professionals, parents and families and the learners. This ensures we have as much information as possible. Initial assessments by Inclusion School and meetings with learners 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. On-going evaluation and reporting by all staff monitors progress. All learner's progress is monitored and evaluated, both academic and behavioural and emotional through session evaluations, case reviews and SEMH data scales.

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 individual session evaluations recording learning objectives and outcomes, progress against this, strengths and areas for development. This feeds into the individual support needs and strategies plans and qualification plans. These are reviewed termly academic progress tracking, SEMH data and also termly at case review. Annual reviews are held for all learners with EHCPs.

Inclusion School staff work together with learners and parents to recognise additional support that a learner may require in order to enable him/her to access the curriculum. High quality teaching, differentiated for individuals is the first step in responding to learners who have or may have SEN. The differentiation 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 pupils specific to their social and emotional needs and developmental age.

Learner Support Service: Any member of staff, parent or learner can request additional learner support and ask to talk to a member of the Pastoral team. We can then implement varied interventions such as specialised programmes of activities, support for parents/carers, reward schemes and an amended curriculum.

Inclusion School has 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 Hampshire Mental Health Strategy and Learner Support' for more details on this.

Inclusion School 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 support needs and strategies plan.

Information on needs are taken from EHCP, referral paperwork, professionals, CAMHS, YOT, parents and the learner themselves. 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 young person.

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

### **Further Intervention**

Inclusion School recognises that there is a wide range of SEND amongst our learners and aims to match the level of intervention to each learner's needs. We have adopted the "graduated" approach set out in the 2014 SEN Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The "triggers" for further intervention are one or more of the following:

Ongoing teacher and support staff observation by Lead for SEND/ Head and assessment within the sessions, and/or attainment and baseline data from referring schools showing one or more of the following:

- Learners new to the programmes, records from the previous school indicating that additional intervention has been in place.
- The learner is working at a level below the national expectation for that year group
- The attainment gap between the learner and his/her peers is getting wider.
- A previous rate of progress is not being maintained.
- Little progress is being made even when teaching approaches and resources have targeted a young person's identified area of weakness.
- Low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the programmes' behaviour management practice.
- Self-help skills, social and personal skills inappropriate to learners chronological age.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment
- Looked After Children, in liaison with Children's Services
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- Other adults concerns

### **The Graduated Response**

If a member of the teaching staff is concerned about some aspect of a learners progress, behaviour or wellbeing he/she/they will decide what action to take within the normal session routine.

**'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. (Code of Practice,p.25;1.24)**

If the learner is having learning difficulties in one or more areas, the teaching staff will adapt resources or change the teaching method being used, to suit that learner. If a learner is having behavioural problems, staff will record the frequency and severity of the incidents on the session evaluations and, if possible, adapt the learning environment to help the individual overcome the problems. When a member of staff is concerned about a young person's physical or mental well-being, he/she/they will share the concerns with the Lead for SEND and the Manager who has responsibilities for pastoral, medical and child-care issues. Whatever the nature of the concern, staff will communicate with the parents or carers of the young person to discuss the concerns and to ask for their support in resolving the problem. The learner may be put on SEND support.

## SEND Support

Area of Need	Wave 1 – whole centre approach	Wave 2 – additional interventions	Wave 3 – SEND
<p><b>Cognition and Learning</b></p>	<p>A nurturing environment with opportunities for small group experiences in a safe and secure space for learners.</p> <p>Assessment of learners strengths and weaknesses, access to assessment for learning records, a range of diagnostic tests, observational checklists, identifying preferred learning styles.</p> <p>Differentiated curriculum planning, activities, delivery including teaching styles which reflect preferred method of learning.</p> <p>Flexibility in timetabling and session planning to allow extra take-up time for responses to questions or contributions to group discussion &amp; extra time for activities.</p> <p>Increased visual aids and modelling .</p> <p>Visual timetables.</p> <p>Use of writing frames.</p> <p>Access to ICT.</p> <p>Using practical activities and experiential learning, including work with concrete/visual materials and objects of reference to establish concepts and skills.</p> <p>Opportunities for learners to transfer/generalise their learning in different contexts.</p> <p>Tracking individual progress.</p> <p>Opportunities for revision and over learning.</p>	<p>Lead for SEND distributes information about the learner to relevant staff.</p> <p>Regular planning of specifically differentiated work to ensure effective inclusion in the all areas of the curriculum.</p> <p>Catch up programmes – Literacy and numeracy Individualised timetable</p> <p>In-class support in targeted subject areas.</p> <p>Alternative forms of recording which enable learners to demonstrate knowledge without the requirement for extended written work.</p> <p>Activities and support to help with developing sequencing and organisational skills.</p> <p>Tutor/mentor support for organisational skills.</p> <p>Strategies and support materials to help compensate for weak memory skills.</p>	<p>Lead for SEND distributes information about the learner to relevant staff.</p> <p>Further analysis of learners strengths and weaknesses in literacy and numeracy, receptive language, with advice/support from specialist support services.</p> <p>Updated individual education plan prepared to include guidance/advice/intervention from support services.</p> <p>Intense literacy/ numeracy support.</p> <p>Exam concessions.</p> <p>Alternative accreditation/ vocational courses e.g Certificate of Achievement.</p>



<p><b>Communication and Interaction</b></p>	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, Key words. Strategies to develop and extend listening and attention. Increased visual aids / modelling etc. 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.</p>	<p>Positioning of the learner and staff in class considered. In class support with focus on 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/school 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 complexity of pictures used to support learning. Provision of Communication Skills sessions.</p>	<p>Speech and Language support / advice 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 space or particular activity for the young person for difficult times. Providing opportunities for small group work within the classroom or on a withdrawal basis to address speech, language and communication needs.</p>
<p><b>Emotional, Behavioural and Social</b></p>	<p>Inclusion School has clear policies for promoting positive behaviour which are based upon positive reinforcement and are applied consistently by all staff.</p>	<p>In class support for supporting behaviour targets. Staff recognition of the stress and unhappiness that learning needs can cause. Access to counselling support.</p>	<p>Inclusion School engages in significant training relating to the needs of learners with SEMH. Further analysis of learners strengths and weaknesses in</p>

	<p>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.</p> <p>The school has a well-developed programme for PSHE which addresses social and living skills and emotional literacy.</p> <p>Clear classroom routines supported by visual cues.</p> <p>Healthy living education.</p> <p>Access to mentor.</p> <p>Life Skills and Wellbeing curriculum.</p> <p>Access to SRE and Get it On support.</p>	<p>Flexible grouping arrangements or additional support in the classroom to promote progress in SEBD.</p> <p>Teaching of appropriate behaviour and expectations in group sizes to allow the development of social interaction skills.</p> <p>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).</p> <p>Specific teaching of social skills.</p> <p>Specific teaching of how to keep safe.</p>	<p>social, emotional and behavioural development, with advice/support from specialist support services.</p> <p>Staff know how to modify and differentiate the school policy for promoting positive behaviour and attendance to take account of the individual needs of young people with SENs in the area of SEBD.</p> <p>Specialised Individual Listening Post appointments.</p> <p>Individual support in sessions</p> <p>Individual reward systems and sanctions.</p> <p>Advice from EP and other professionals.</p>
<p><b>Sensory and Physical</b></p>	<p>Physical activities planned into continuous provision &amp; adult led.</p> <p>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.</p> <p>Flexible teaching arrangements.</p> <p>Medical support /advice.</p>	<p>Staff aware of implications of impairments.</p> <p>Keyboard skills training.</p> <p>Additional activities designed to develop fine and gross motor skills where these are part of a general pattern of difficulties.</p> <p>In class support for supporting access, safety</p> <p>Differentiated resources eg whiteboard, laptop, enlarged prints on handouts and worksheets.</p> <p>Resources to support concentration e.g. timers, notebooks for doodling, fidget toys</p>	<p>Advice and support from: Occupational Therapy Service, School nurse and Physiotherapy Service</p> <p>Individual support in class.</p> <p>Disabled toilet.</p>

**Monitoring:**

Wave 1 provision monitored through:

- Observations
- Work marked and feedback provided each session.
- Each session recorded against targets.

- Termly English and Maths assessments.
- Termly learner tracking and case reviews with management and support staff.
- Termly reports home
- Annual reviews with learner, parents/ carers and Hampshire SEN
- Targets updated as needed.

Wave 2 provision monitored through:

- Observations
- Work marked and feedback provided each session.
- Each session recorded against targets.
- Termly English and Maths assessments.
- Termly reports home
- Annual reviews with learner, parents/ carers and Hampshire SEN
- RARPA
- Termly tracking and Case reviews with management and support staff.
- Targets and Behaviour plans updated as needed

Wave 3 provision monitored through:

- Evaluation of learner progress within specified interventions reflected on the termly monitoring forms & individual support documents.
- Work marked and feedback provided each session.
- Each session recorded against targets.
- Termly English and Maths assessments.
- Termly pupil tracking and Case reviews with management and support staff.
- Termly reports home
- Annual reviews with learner, parents/ carers and Hampshire SEN
- Targets updated as needed.
- Targets, support plans and Behaviour plans updated as needed.
- External agency evaluations of pupils progress.

### **The Statement of SEN**

An EHCP is a legally binding document which sets out the provision the learner must receive to meet his/her SEN. The LEA provides the referring school with additional funds to cover the costs of this provision. This is used for LSA support and/or specialist teaching and equipment. Each year the Learning Centre must hold an Annual Review with the parents and all the outside agencies involved with the learner to assess the learners progress. A representative from the LEA may attend these reviews.

### **Involvement of External Agencies**

For those young people with EHCP funding the involvement of outside agencies is specified on the EHCP. These may include:

- Specialist teacher in the identified area of need.
- Medical service such as a Speech Therapist, Physiotherapist or Occupational Therapist.
- Educational Psychologist.

Young people without additional funding may also receive input from:

- Educational Psychology Service.
- Specialist teacher for sensory impairment, for communication disorders or for physical disabilities.
- Medical services, including CAMHS
- Social Services, especially for Looked After children
- Traveller Service Liaison within the school or EMTAS.

Inclusion School Lead for SEND shares information about learners with SEN with

- Teaching and support staff
- Inclusion Hampshire Management Team
- The member of staff responsible for safeguarding (DSL & DDSL)
- For transition purposes - ie FE/ college
  
- Hampshire SEN

### **Listening to learners**

Inclusion School ensures that learners are listened to. All staff are trained in Listening Skills and there is an emphasis in our work of ensuring they feel heard. Daily session evaluations allow information and updates to be shared with all team. We hold a meeting every fortnight to review learners who staff have identified as being in need of specific interventions. As well as individual progress being reviewed each half term by SMT and full team case reviews held termly. We invite parents in for regular reviews, as well as other professionals involved with the young person. Before each meeting staff work with the learners to express and record their views, with the offer to advocate in meetings. We are passionate about a learner-led environment in which the young person feels empowered to make decisions about their education and well being. This fosters a sense of responsibility and maturity and leads to further progress.

Inclusion School makes use of small, quiet and calm rooms where staff can take individual learners and small groups to get ready for the day, talk about concerns and worries or to calm down if something has upset or angered them. Staff are trained to give this priority alongside formal learning. High staff and management ratios mean this time and space is always available.

Staff respond to challenging behaviour, both responding actively with clear consequences and also understanding its deeper roots, taking opportunities to model and teach positive alternatives. Staff have a strong understanding of our behaviour management and techniques, underpinned by our ethos of looking beyond the behaviour and working with the learner to identify the cause and issues. We are passionate about a fresh start each day despite whatever might have occurred learners are greeted with a warm greeting and made to feel valued and welcome. This does not mean we ignore negative behaviour but means we can work with the learners when calm to unpick what has happened and work on alternative strategies.

We also put a focus on sharing knowledge of challenging behaviour and experiences to help staff feel supported.

### **School Policies**

Inclusion Hampshire has a detailed and robust SEN Policy which is reviewed annually. We also follow the guidance from Hampshire County Council in accordance with the Children and Families Act.

Please see our website for our policies.

### **Staffing**

All teaching and associate staff have been trained and have an understanding of SEND and mental health issues , and in promoting wellbeing in pupils appropriate to the age of the young people in the College.

All staff CPD is underpinned by evidence and expertise, aligned to DfE CPD standards.

Inclusion School ensures:

- Professional development has a focus on improving and evaluating pupil outcomes.

- Professional development is underpinned by robust evidence and expertise.
- Professional development includes collaboration and expert challenge.
- Professional development programmes are sustained over time.
- Professional development is prioritised by school leadership.

All staff are encouraged to continue their CPD through training, courses, online courses and through research.

Safeguarding training is part of the Induction process and is updated annually for all staff as a minimum.

NQTs and all new staff complete an induction programme which ensures they have the understanding and skills expected of all staff in the school with regards to SEND and mental health.

Training is given to all new teaching and support staff at the start of the autumn term regarding the needs of students with an EHCP or SEND needs

The Lead for SEND passes on relevant information regularly and provides relevant training to staff when required.

### **Involving Parents**

The school ensures a non-judgemental, warm and welcoming environment exists for parents/carers.

The work we do to raise learner aspirations and demonstrate that qualifications can be achieved to improve life chances needs to be supported at home.

We work to:

- Improve parent/carers perception, experience and belief in education and the specialist expertise of Inclusion School.
- Encourage and nurture a relationship of honesty and transparency between parents/carers and professionals where issues can be discussed and addressed without blame or escalation. Reduce defensive behaviour and become solution focused.
- Reframe negative past experiences with professionals.
- Re-build trust with professionals.
- Offer support and interventions to address parent/carer mental health issues and child parent/carer relationships that may be breaking down.
- Improve understanding of post 16 transition opportunities and process.
- Improve the emotional wellbeing of parents/carers and learners.
- Reduce stress and the escalation of primary mental health issues.
- Increase motivation, aspirations of learners and parents, leading to achievement of Maths and English qualifications and successful learner progression.
- Empower parents/ carers with a fresh outlook and ability to make positive choices that are sustainable for them and their children - through inclusive accessible learning opportunities, mental health support, and development of skills and resilience.
- Formation of trust based relationships between parents/carers and professionals resulting in better outcomes for their children.

Inclusion School is committed to continuously improving parental communication. We believe in open communication. As well as telling the learners from the start that they can speak to us and let us know how they are feeling, we say the same to parents. We find the best way to communicate with each parent. This is done in a variety of ways - letters, phone calls, emails, inviting in for reviews, support groups and courses. Preferred methods are recorded on Individual learner Support and strategies plans. Parents are kept up to date on interventions by phone or email and this is all recorded on communication log. We ensure we ask for feedback from parents on the impact of interventions and curriculum.

Parents of students with an EHCP are invited to Annual review meetings. Prior to this they are contacted by the Assistant Head where they have the opportunity to discuss the impact and quality of the support and interventions before planning next steps at the Annual Review.

### **Transition planning and moving on**

## **Overarching principles**

Young people are involved in the strategies, delivery, evaluation and transition from their provision at Inclusion School.

Learners who move on from Inclusion School 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 young person'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 young person rather than on a predetermined set of transition options.

The transition plan also identifies the support available to the young person.

Inclusion School uses a learner centred approach to ensure that transition support:

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

## **Transition planning:**



Timing and reviews: Inclusion School 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 young person and make plans for any transitions.

#### Review meetings

- Involve all practitioners and professionals providing support to the young person
- Involve the young person and parents/carers
- Inform a transition plan that is linked to other plans the young person has in respect of their care and support
- Help the young person identify a named member of staff to support their plan

#### Named member of staff:

- Will oversee, coordinate or deliver transition support, depending in nature of their role
- Be the link between the young person and other professionals involved in their education  
Arrange appointments and meetings where needed as part of transition
- Help young people navigate services
- Ensure that young people who are also carers can access support
- Act as a representative for the young person, if needed, at meetings and provide support or act as an advocate for them.
- Direct the young person to other sources of support and advice
- Think about ways to help the young person to get to appointments if needed
- Provide advice and information

#### Involving young people:

Inclusion School offers young people support and help to become involved in their transition planning. This may be through:

- Coaching and mentoring
- Advocacy
- Use of technology and alternative ways of presenting and recording views
- Helping young people 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 School will ensure that there is a contingency plan in place

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

Support for young person 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 young people 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:

- 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
- 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 Learning Centre 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 young people who are also carers can access support
- Act as a representative for the young person, if needed, at meetings and provide support or act as an advocate for them.
- Direct the young person to other sources of support and advice
- Think about ways to help the young person to get to appointments if needed

- Provide advice and information
- Be the link between the young person and other professionals involved in their education

### **Support following moving on:**

Inclusion School remains available for both the young person and the destination, in case any further support is needed.

### **Governing Board**

Our Board of Governors liaise with The Head of Inclusion School Matthew Atkinson, he provides a report to the Governors with regards to SEND learners with and without EHCP's every quarter. The Governors are kept informed of SEND developments and take an active interest in the work of the SEND department. They do not have access to individual students or become involved in individual assessments.

### **Contact and Complaints**

In the event that a parent wishes to make a complaint about matters linked to the provision for learners with SEND, then these should be addressed to the Senior Management Team Matthew Atkinson, Ele Murphy and Jane Gardner. More serious matters can, of course, be referred to our CEO, Cheryl Edwards. Further information about complaints can be found in our Complaints Policy and Procedure found on our website.

