



Learning4Life-GY

SEND Policy and Information Report

2019-2020

1. Introduction

Learning4Life-GY operates in alignment with the statutory Special Educational Needs and Disability (SEND) Code of Practice; Part 3 of the Children and Families Act 2014 and The Special Educational Needs and Disability Regulations 2014. The aims of Learning4Life-GY in relation to special educational need and disability are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all
- To ensure that students with SEND engage in the activities within Learning4Life-GY alongside students who do not have SEND
- To reduce barriers to learning
- To use our best endeavours to secure special educational provision for students for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum, and to better respond to the four broad areas of need:
 1. Communication and interaction, for example autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
 2. Cognition and learning, for example, dyslexia, dyspraxia.
 3. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
 4. Sensory and/ or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
 5. Moderate/ severe/ profound and multiple learning difficulties.

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

- A significantly greater difficulty than the majority of others of the same age, or
- 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 education.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream education



2. Roles and Responsibilities

SENCO

The SENCO role at Learning4Life-GY is undertaken by Gwyneth Little. She will:

- Work with the Principal (Claire Smith) to determine the strategic development of the SEND policy and provision in Learning4Life-GY
- Have daily responsibility for the operation of this SEND Policy and co-ordination of specific provision made to support individual students with SEND, including those with EHC plans.
- Provide professional guidance and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of Learning4Life-GY budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure that Learning4Life-GY keeps the records of students with SEND up to date

SEN Governor

The SEN Governor (Gwyneth Little) will:

- Help to raise awareness of SEND issues at the Improvement Board
- Monitor the quality and effectiveness of SEND and disability provision within Learning4Life-GY and update the Improvement Board on this
- Work with the Principal and Director to determine strategic development of the SEND policy and provision in Learning4Life-GY

Principal (Claire Smith)

- Work with the SENCO to determine strategic development of the SEND policy and provision within Learning4Life-GY
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every student in their class



- Working closely with any Learning Support Assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working closely with the SENCO to review each student's progress and development and decide on any changes to provision
- Ensure that they follow the SEND policy

3. Students on programmes with EHCPs

There are currently 9 students on programmes at Learning4Life-GY with an Education and Health Care Plan (EHCP). This equates to 29% of the learners at Learning4Life-GY.

- 2 students are accessing NOCN's Independent Living qualifications as a bespoke Curriculum offer (as 19+ students)
- 1 Student is undertaking an Employability Study Programme at Level 2
- 1 student is undertaking an Employability Study Programme at Entry Level 2
- 2 students are undertaking an Employability Study Programme at Entry Level 3/ Level 1
- 3 students are undertaking our 14-16 school provision as a full 5 day programme of Math, English, ICT, PSHE, Science, PE and Employability focused NOCN units.

4. How we support students to access Learning4Life-GY and how we support to transfer to the next stage

The start of the student journey:

We assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key stages, where appropriate. Class teachers make regular assessments of progress through the students ILP for all students and will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example social and emotional needs. Slow progress and low attainment will not automatically mean that a student is recorded as having SEND. When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the student and their parents. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.



We have an early discussion with the students and their parents when identifying whether there is a need for special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the student's areas of strengths and difficulty.
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions are added to student records in their files and notification is provided to parents when it is decided that a pupil will receive SEND support.

Learning Support Request data 2019-2020

All students are assessed for additional learning support via a thorough process. Communication at enrolment is forwarded to the SENCO and any teachers when a student has disclosed a Learning Support requirement.

		%
25% ET (up to)	2	6.5%
25% ET (over)		
Bilingual Dictionary		
Modified Papers		
OLM		
Practical Asst		
Prompter	2	6.5%
Reader		
Read aloud/E pen		
Scribe		
Sep invig (room)		
SLI		
Sup rest breaks		



Use of WP		
Alternative location		
Coloured overlay		
Other		
Total	2	6.5%

Of the learners with EHCPs two have been in attendance for a significant period at Learning4life-GY and therefore registered for examinations; two are undertaking programmes in Independent Living and therefore not examination based; and the remainder started at Learning4life-GY during Term 3 and therefore not applicable to achieve examinations in this academic year. 6 student PEEPs have been complete in 2019-20 to support students in an emergency evacuation scenario.

On Programme:

Learning4Life-GY follow a graduated approach and the four-part cycle of assess, plan, do and review. This approach is integrated within our wider Student Journey and our review process which enables teacher, students, parents, and Learning Support Assistants to work collaboratively to support positive progress in learning for all students. This will draw on:

- The teacher's assessment and experience of the students
- The students previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to peers and national data
- The views and experiences of parents
- The student's own views
- Advice from external support services, if relevant

This assessment is reviewed regularly. All teachers and support staff who work with the students are 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 student progress.

5. Supporting students moving between phases and preparing for adulthood

We will support students throughout their final year with us to prepare them for adulthood. This is undertaken in a collaborative way with students and parents. The nature of the programmes being focused on prepare learners for next steps and promote the development of independence in all of our students. For example, the



following sessions are designed to focus on development of skills for transition to independence, adulthood and employment:

- Cookery lessons
- Enterprise
- Career preparation
- Future work
- Work experience in our Curiosity Shop
- Supported external work experience where appropriate
- Supported internships where appropriate
- Social and Life Skills
- Math, English and ICT
- Personal, Social and Health Education (PSHE)
- Physical Education and Sport

We also work collaboratively with the NELC travel trainers to support student's development of independent travel throughout their time with us, should this be required.

Integral to the preparation for adulthood process is the collaborative approach to the review of EHCPs. Reviews of EHCPs are undertaken annually and are well supported by Learning4Life-GY's student journey as outlined below:

1. Students and parents engage with taster days and a thorough induction process whereby EHCPs are discussed and timetables aligned with developmental milestones and consequently student targets are discussed and agreed with parent, student and the Learning4Life-GY teaching team.
2. Each student has a Learning Support Log with termly Behaviour, attendance, social and life skills targets set in alignment with EHCP Outcomes which is reviewed weekly by allocated Learning Support Assistants who note the extent to which the targets have been achieved.
3. Students have 3 termly reviews undertaken by Teachers which then inform learner reports. These contribute to the updating of student My Plans.
4. Academic, behaviour, attendance, social and life skills progress is discussed in parent's report twice per year.
5. All review, progress tracking and development is then discussed collaboratively between the student, parents, teachers and support staff in deciding next steps

EHCP Reviews and outcomes

EHCP reviews and their link with our Student Journey are integral in supporting students to develop their skills for independence and adulthood. In 2019-20 two of the current students undertook EHCP reviews. Each was planned in collaboration with the EHCP Coordinator team, parents, students and any other social and health



care services working to support the student. The outcomes of 19-20 EHCP reviews are as follows:

- One student ceasing their plan to successfully engage with adult social care
- One student progressing to focus on further transferability of skills learnt through accredited learning in previous years to their final transition to adulthood year with Learning4life-GY

Further EHCP Reviews are to be undertaken in June/ July for two learners. Other EHCP reviews are not planned until 2021 as learners have joined the school later in the academic year. Of those 7 learners:

- One is continuing with Learning4life-GY to support successful achievement of Functional Skills in English and Maths (hindered by CV-19)
- One is progressing from successful achievement of Level 2 Functional Skills to GCSE
- Others will be continuing with the level at which they were assessed at entry through to the 2020-2021 academic year as started with Learning4life-GY from March 2020 onwards.
- One student moving into employment – as a direct consequence of success in his work experience placement.

6. How Learning4Life-GY resources are allocated and matched to a student's special educational need

The Principal, SENCO, Learning Support Assistants and teachers are all responsible and accountable for the progress and development of all the learners throughout Learning4Life-GY. High quality teaching, learning and support is our first step in responding to students who have SEND. This is differentiated for individual students. We also provide several interventions to support development and learning, below are some examples:

Behavioural, Emotional and Social Development:

- Peer-orientated interventions (the use of peers as part of a behaviour management programme)
- Self-monitoring, self-instruction and self-reinforcement skills development to produce adaptive behaviour change
- Positive reinforcement, behaviour reduction strategies (Behaviour Plans)
- Combinations of approaches i.e. cognitive behavioural and family therapy
- Parents as partners approaches

Sensory and/or Physical:

- Strategies emphasising the importance of providing opportunity to develop skills in social interaction i.e. visits, trips, work related learning, collaborative projects with Adult social care providers



- Providing opportunities for developing independence i.e. work experience, cookery, enterprise, sport

We ensure that each student has a differentiated curriculum based on their entry points and targets set for achievement on a long, medium, and short-term basis.

Such adaptations include:

- Differentiating our curriculum to ensure that all students are able to access it, for example by grouping, 1:1 work, teaching style, content of the lessons
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

The Learning Support team are also line managed by the Principal and SENCO. We have 5 Learning Support Assistants and 1 volunteer who are trained to deliver interventions akin to those above. A thorough Staff Development programme provides training and development of all staff, including teachers. Our SENCO is allocated 2 hours per week to manage the SEND provision and is fully supported from a strategic perspective by the Principal. In 2019-20 all staff were trained in:

- The Education inspection framework
- Social, emotional and mental health interventions
- Progress tracking
- SMART targets

How Learning4Life-GY evaluate the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND in a variety of ways. First and foremost, in reviewing students individual progress through the My Plan review undertaken each term. Interventions are reviewed weekly in terms of softer outcomes through the Learning Support Logs implemented and discussed in team meetings undertaken. Student questionnaires are also undertaken termly to review student perceptions and feed into Learning4Life-GY'S 'You Said, We Did' process. Progress tracking is undertaken at individual student level and this contributes to the flexible alterations of student Curriculum where needed and adaptations in response to student need. Finally, EHCP reviews are undertaken annually, contributing to progression and destination analysis.

How we ensure equality of opportunity across the whole of the student experience

All students within Learning4Life-GY have equality of opportunity to learn and succeed. There are no barriers to students with SEND enjoying the same activities as other students. All of our extra-curricular activities, visits and trips are available



to all of our students. No student is ever excluded from taking part in these activities because of their SEN or disability. Students are supported through bespoke arrangements for admission, allocation of additional Learning Support and thorough risk assessments taking into account specific need.

Students with SEND are part of the Student representative body and encouraged to be part of the Learner Engagement strategy through all phases.

Contact details of support services for parents and pupils with SEND

The main contacts for SEND provision within Learning4Life-GY are Claire Smith (Principal) or Gwyneth Little (SENCO)

Email: claire@learning4life-gy.co.uk, gwyn@learning4life-gy.co.uk

Tel: 01472 240440

Address: Learning4life-GY, 155-159 Freeman Street, Grimsby DN32 7AP

Learning4Life-GY's contribution to the local offer is as an Independent School for 14-16 year olds who are unable to access mainstream school; and as Post-16 provider supporting students who are unable to access mainstream Further Education in the preparation for the adulthood phase of their student journey.

Our local authority local offer is published here: <https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/>

Monitoring arrangements

This policy and information report will be reviewed by the SENCO annually. It will also be updated if any changes to the information are made during the year and approved by the Learning4Life-GY Scrutiny Panel.