

**includEd Learning**

**Independent Specialist Education Provider**



**IncludEd Learning Independent Specialist Alternative Provision  
Special Educational Needs (SEN)  
Information Report January 2023**

As an Alternative Provider we work within the Manchester guidance on Provision for children with SEN in schools which explains the ways pupils with different additional needs are provided for within the school. We also follow our 'Equality and Disability' policy.

### **An introductory inclusion statement**

IncludEd is part of the Inclusion service. We work with secondary-aged pupils who experience difficulties accessing schooling. This means that the young people may have:

- Been unable to get a school place
- Been permanently excluded
- Refused to go to school
- Been at risk of exclusion

Young people are referred to Francis Barber through the following services:

- Manchester Secondary PRU
- Virtual School
- Secondary Schools
- Children Looked After Team
- Special Needs Department

IncludEd is an inclusive school with a strong commitment to supporting our young people to achieve the best possible outcomes regardless of their Special Educational Needs and Disabilities (SEND). All young people are offered a provision that is best suited to their particular needs and are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

IncludEd aims to be a place where pupils can:

- Develop to their potential in a safe and supportive environment
- Make good progress with their learning
- Work towards returning to school or prepare for college, employment or training.

At IncludEd, our Special Education Needs & Disabilities Co-ordinator (SENDCO) is Ann Hardy, the Assistant SENDCO is Noreen Khan.

SENDCOs can be contacted on 07380292211 / 07380484818

Email: [a.hardy@includedlearning.co.uk](mailto:a.hardy@includedlearning.co.uk) and [noreen@includedlearning.co.uk](mailto:noreen@includedlearning.co.uk)

### **What should I do if I am concerned about my child's progress or special educational needs?**

It is important that you share relevant information relating to your child's learning and previous support received when you attend an initial interview at IncludEd. This will help us to plan for how we will support your child, what the best outcomes for them will be and how we will help them to achieve this.

All the pupils at IncludEd have an allocated key worker. They are the first port of call for concerns which arise during your child's time at IncludEd. If you are concerned about your child's progress or engagement in education it is important that you share this with us.

Concerns relating to learning, speech and communication and social and emotional difficulties will be shared with the SENDCO and Head of Centre. An appropriate intervention and course of support will be discussed with you and implemented.

## **How does the school decide whether a child has special educational needs and what extra help they need?**

We welcome pupils with a range of abilities and needs and those who have no identified SEND or those who are on SEND Support have are tall aught in a small group settings.

All young people who are referred to IncludEd undergo a period of assessment, this usually lasts for at least one week. During this time we are able to obtain an accurate picture of the young person's academic levels as well as a better understanding of their strengths and areas for development. We are then able to see what type of provision would be most appropriate and whether any additional support is necessary.

Schools will also share with us information about a young person's past difficulties and support received. This allows us to plan accordingly.

During this time we may consult with other professionals who know your child such as Child and Adult Mental Health Service (CAMHS), Children's Services, Early Help or or any other agency working with your child/family.

### **Arrangements for supporting students with SEN who are also LAC.**

Each pupil who is looked after (LAC) has a Personal Education Plan (PEP) which identifies how best to support the pupil and how dedicated funds will be used to ensure the best outcomes for the pupil. We then work with the young person and other professionals to ensure the targets listed in the PEP are fully met.

At times a particular need may present itself when the young person has been at IncludEd for a longer period of time. We would then act to assess their needs appropriately, make any necessary referrals and put in place the right level of support.

When concerns are raised regarding a young person's particular needs we will follow a graduated approach to addressing these needs. This will involve the following:

- Discussing concerns with parents and seeking further information.
- Consider the young person's educational history as well as support accessed prior to attending Included.
- Consult with all of the staff working with the young person.
- Observe the young person and gather information about the particular need.
- Put in place relevant intervention or support.
- If necessary, refer on to a specialist service such Educational Psychology or Child and Adolescent mental health service (CAMHS)
- We will review the young person's progress and assess whether the support or intervention has been successful and whether further support is necessary.

Many of IncludEd's pupils have an Education, Health and Care Plan (EHCP) and may have had a negative experience of education and as a result, they may have low self-esteem. Pupils are taught in a small group setting with a high level of experienced adult support. Some of these pupils may require some sessions of extra support on a 1:1 basis or may require some additional intensive support.

IncludEd aims to be a place where pupils can have access to an education which is appropriate to their needs. Pupils are able to develop their social skills and life skills in a safe and nurturing environment whilst working with experienced and skilled staff.

## How does IncludEd meet the SEND needs of young people attending its school?

The IncludEd SEND School Offer follows a graduated three-tiered framework approach to differentiating levels of need, consisting of:

**IncludEd Universal Offer:** Primarily classroom-based approaches designed for the benefit of all young people, all of the time. These approaches include:

- A nurture-based approach to learning;
- Small group setting with high staff to young person ratio;
- Specialist staff, consisting of subject specialist teachers, youth workers, support staff and teaching assistants;
- Adapted academic curriculum with personalised programmes and alternative accreditation routes;
- Personal support and development programmes, including PSHE and social and emotional aspects of learning [SEAL];
- Additional elements of the curriculum, including creative projects and enrichment activities;
- Individual learning plans for every young person;
- Regular mentor support and half-termly review sessions;
- Regular parental contact regarding engagement, progress and achievement;
- Personal transition plans for every young person.

**IncludEd Support:** Additional school-based and external agency approaches for small groups of young people, provided on a short to medium term to address specific barriers to achievement. These approaches include:

- Specialist teaching staff, including SEND teachers and teachers with experience and knowledge of SEND needs and strategies, in addition to their subject specialism[s];
- Literacy and Numeracy intervention and catch-up programmes;
- Social, emotional and mental health support, inc. intervention programmes following nurture principles and trauma-informed practice;
- SEND advice, training, resources and support to help identify underlying needs and to provide teams across IncludEd with the strategies and toolkits to inform and implement programmes of intervention;
- SEND assessment for cognition and learning needs, and individual SEND support plans;

**IncludEd Intensive:** Additional school-based and external agency approaches for those young people who need further specialist support and long term educational planning due to their SEND needs. These approaches include\*:

- Evidence-based 1-to-1 SEND intervention programmes to support identified cognition and learning needs; and/ or, social, emotional and mental health needs; and/ or, social communication and interaction needs;

- Educational Psychologist input and assessment;
- Specialist intervention/ input inc. SpLD assessment/ intervention;
- Support and intervention for Physical and Medical needs, inc. support from specialist agencies.
- Therapeutic interventions, following specialist recommendation;
- Referral work with providers inc. counselling services 42<sup>nd</sup> Street, Eclipse, Remedi;
- Multi-agency work with CAMHS, YOT, Children's Services, Virtual School [LAC], and the LA SEND Team.

*\*Please note this list is not exhaustive.*

## **How will I know how my child is doing and how will you help me to support my child's learning?**

Research shows that parental involvement has a significant impact on the progress that young people make in school.

IncludEd will maintain contact with home.

Reviewing pupils' progress is an important part of education at IncludEd. Parents and carers are invited for an Individual Pupil Review meeting (IPR) at the end of every term or more frequently if required. All pupils participate in setting appropriate learning and behaviour targets and contribute to their Individual Education Plan, which helps staff and other professionals working with them to understand what helps them to learn and their barriers to learning.

There may be times when more regular contact is necessary. This could be as your child prepares for a reintegration back into mainstream school, or if they are undergoing statutory assessment for an Education Health and Care Plan (EHCP) or if there are increased concerns around your child's progress or behaviour.

Some young people have a number of different agencies working alongside them. Where this is the case it may be necessary for you to attend Team Around the Child meetings (TACs). Some meetings may have to happen virtually. These will usually be via Microsoft Teams or telephone.

If your child has a Special Educational Need/Disability (SEND) these needs will be reviewed termly at the Individual Progress Review (IPR), where information will be shared with you, previous targets will be reviewed, One Page Profiles reviewed and updated targets set. If your child has worked with a specialist service you may be provided with a written report of this involvement and any recommendations for future support.

In some cases homework will be provided from subject teachers which relates to class topics. This will be an opportunity for pupils to extend their learning and encourage good study practice.

Where it is agreed that a young person is not attending school for a period of time, home learning will be provided. We expect the pupils to complete and return the work to the school.

## **How do you assess and review my child's progress?**

All pupils are assessed on entry to IncludEd. During the assessment they complete a series of tests which provide us with a baseline of their academic levels. They are assessed continuously throughout the term by their subject teachers. Levels are updated on a half termly basis. At the end of each term they will complete a series of assessment to gauge whether progress has been made.

Subject leaders, as well as the SENDCo, analyse the assessment data termly to monitor progress and identify areas where further intervention or support is needed. The SLT is involved in overseeing the tracking of the data and ensuring that progress is being made.

Where areas of concern are identified, an appropriate intervention will be implemented. This will be monitored and reviewed after a fixed period of time.

The pupil will be referred on to a specialist service (Educational Psychology Service etc) when they continue to not make progress despite engaging with the support or intervention which has been put in place.

Non academic progress will also be monitored and reviewed. This allows us to track improvements in managing behaviour and address any areas of concern. This will be shared with you at termly review meetings.

Pupils on the Special Educational Needs register will have a Provision Map. This allows us to monitor and review any additional support the young person is receiving and plan for future support.

As well as having End of term Reviews, pupils with Statements or EHCPs will have annual reviews. These will ensure that progress is being rigorously reviewed and that we are proactively planning for the next step in your child's educational journey.

## **How will my child be involved and consulted?**

Pupils will be involved in making decisions that impact them. There are a number of opportunities for them to share information and contribute to decisions about their outcomes, but the formal opportunity is through Individual Progress Reviews (IPR) each term.

Through regular keyworking sessions, pupils will be given the opportunity to reflect on the difficulties that have led to them being referred to IncludEd. Some pupils may require a more intensive package of support and will receive 1:1 mentoring to support them in developing these skills. It is important that pupils are in school for these sessions.

Concerns will be discussed with the young people and they will be given the opportunity to share their opinions and aspirations. Successful outcomes are achieved when the young people have taken ownership of the decisions about their futures. Pupils will be involved in processes that lead to a reintegration back to school both with or without a EHCP in place.

### **How is teaching and the curriculum adapted to my child's needs?**

All IncludEd staff are responsible for using a range of strategies and resources to make sure that pupils enjoy and achieve within the classroom. We aim to extend pupils and create opportunities for not only gaining curriculum knowledge but developing the necessary skills to be lifelong learners.

All staff aim to deliver Quality First Teaching. Information about your child and their specific needs is shared with relevant staff. This ensures that they are able to plan lessons that will be delivered at an appropriate level so that your child has the best possible chance of making progress. The curriculum is broken down into small achievable steps in all areas with opportunities for repetition and consolidation of learning when necessary.

Some classes will have additional adults supporting them. These may be supported by a teaching assistant, learning mentor or by another member of staff.

Pupils are grouped according to their key stage and specific level of need. Group sizes range from 3 – 5 pupils in a group. The size of the group will depend on the level of need of the pupils. We will discuss the reasons behind the grouping with you and your child as well as discuss reasons why it may be necessary to change these groupings.

All lessons have a breakdown of activities for that session, which is displayed on the board for all pupils to see. Some pupils may have an individual breakdown of activities on their table.

### **How we support children with their literacy and numeracy development:**

- We adopt a whole school literacy and numeracy approach. We actively promote and all staff are responsible for raising the literacy and numeracy levels across the school.
- Pupils with identified literacy difficulties will be offered a programme of intervention. This may be small group literacy lessons or 1:1 sessions where necessary. We use a variety of resources for these sessions. These include 1:1 reading strategies.
- Pupils with identified numeracy difficulties will be supported through their maths lessons to improve in the areas they find challenging. Through their initial numeracy assessment, these areas will be identified and work will be targeted to develop these particular skills.
- Where pupils continue to experience difficulties, they may be offered a fixed period of 1:1 support.

## **What support is there for my child's emotional well-being?**

Staff at IncludEd are experienced in working with young people who display challenging behaviour and experience difficulties in managing their emotions. Through our Emotional Wellbeing and Confidence Programme, PSHE curriculum, and using a trauma informed approach across all interactions, the pupils are encouraged to reflect and build on their emotional resilience.

Where pupils continue to experience difficulties managing their emotions, they may be offered 1:1 mentoring sessions. This provides them with a space away from the group to work intensively with a skilled member of staff for a fixed period of time.

Some young people require specialist support to help them deal with the difficulties they are facing. Where this is the case they may be referred to an external agency or to CAMHS. This will be discussed with you and your child before this referral takes place.

We encourage pupils to form positive relationships with one another. We encourage the pupils to play games and sport during unstructured times. We encourage pupils to arrive at school from 9:00am where they have the opportunity to have some social time with the staff and other young people before their lessons start at 9:30am. The pupils receive a hot lunch twice a week. They are encouraged to share this meal together whilst seated at the table. This aids in developing appropriate social skills.

IncludEd aims to be a safe environment and a place where pupils can grow and develop. We take reports of bullying very seriously and act swiftly to address any concerns or allegations of this nature.

## **How we promote positive behaviour and interactions:**

All staff at IncludEd have high expectations of the young people that we work with. We have a high ratio of adults to pupils which allows for a more intensive level of support in managing and promoting positive behaviour. Teachers explain their expectations clearly to pupils when they first join us. These are consistently reinforced. During unstructured times there is a high ratio of adults to pupils. Pupils are encouraged to take part in sports and games and staff are always on hand to model and encourage positive behaviour and peer relationships.

Pupils are set regular targets by their key workers. These ensure that the pupils and all staff are aware of the areas that they are focussing on. All classrooms have visual reminders of the behaviour expected in lessons.

Staff will record pupils' Attitude, Behaviour and Effort during lessons and the overall school day, this allows key workers and class teachers to monitor behaviour and interactions closely. Pupils are rewarded for positive behaviour. Staff keep regular contact with parents to feedback on positive behaviour and interaction.

Pupils are encouraged to use the Zones of Regulation to identify how they are feeling and to seek support if they need to. There are displays in prominent areas of the school as a visual reminder of the Zones of Regulation.



Where young people continue to experience difficulties managing their behaviour, their key worker will discuss this with the parent. If it continues to be unresolved, the Head of Centre will arrange to meet with you. We will attempt to uncover the cause of the negative behaviour and put in support for the pupil. This may be sessions with a member of staff on site or may require a referral to an outside agency for additional support.

It is our experience that challenging behaviour is dealt with more effectively when the parents and school are in a partnership together and are working to ensure the best outcome for the young person.

### **What training and specialist skills do the staff supporting children with SEND have or are having?**

At IncludEd we have a rich programme of Continuous Professional Development (CPD) for all staff. All staff are skilled in working with young people who display a variety of Special Educational Needs. The teaching and learning team work hard to ensure that teaching is of a high standard and we meet as a staff once a week to focus on teaching and learning for our pupils. Regular training is delivered to ensure that all staff are consistently kept up to date with any developments in education.

We organise an extensive training programme each year to ensure that all of our staff are highly skilled and able to meet the needs of our young people. Examples of this training are:

- ELKLAN
- Drawing and Talking
- DSL Training
- Safeguarding Level 1 Training
- Safer Recruitment Training
- Risk Assessment
- A range of internal/external courses focussing on quality teaching and assessment
- Fire Marshall training
- First Aid
- Mental Health First Aid
- Behaviour Management and De-escalation training

Staff will also receive specific training in their subject area. When a member of staff receives training in an area they will then disseminate relevant information across the school in order to ensure that all staff and young people benefit from the training that has been received.

Whole staff training in relation to SEN can focus on the following areas:

- Working with young people with Speech, Language and Communication Difficulties
- Strategies for supporting young people with Autistic Spectrum Disorder (ASD)
- Working with pupils with Social, Emotional and Mental Health Difficulties (SEMH)
- Supporting literacy difficulties
- Trauma Informed Approach (TIA) to working with young people and their families
- Provision Mapping through termly Individual Progress Reviews
- One Page Profiles

The SENCO has completed the National Accreditation for Special Educational Needs Coordinators.

### **How do you do to make the school environment and curriculum accessible for all children?**

IncludEd have classrooms on the ground floor which are fully wheelchair accessible. We have a disabled toilets available as well as a ramp at the entrance of the centre.

We have given careful consideration to the adaptations needed for young people with an Autistic Spectrum Disorder and work to ensure that the natural environment is kept as calm and 'ASD friendly' as reasonably possible.

Pupils are able to access ICT equipment in all classrooms. We have a number of laptops and chrome books available to use at the teachers' discretion.

### **How will my child be included in activities outside of the classroom?**

IncludEd aims to be an inclusive school. We aim to broaden the pupils' experience of the world by having a strong emphasis on outdoor education. Pupils can benefit from visits to museums, the theatre and other places of interest. During those activities pupils are encouraged to practice their social skills.

We complete a risk assessment for each new pupil that joins as well as risk assessing any trips outside of school. We will take into account your child's specific special educational needs when planning any trips to ensure that it will be an appropriate and safe visit for your child.

We ensure that we have a high ratio of adults to pupils to ensure that trips are a safe and fun experience for all.

### **How will the school prepare my child to join the school or transfer to a new school?**

All pupils attend an initial interview with their parents or carers. During this interview we ask that you share information about your child's strengths and difficulties in education as well as other factors which may affect this. Your child will then be placed in our assessment group where they will spend about a week completing a series of assessments. This will aid us in getting to know your child and establish academic levels of achievement so that we can set their learning experiences at an appropriate level.

Our aim at IncludEd is for KS3 pupils is to reintegrate them back into a mainstream school where appropriate. Pupils without EHCPs will work closely with our reintegration lead on preparing for this transition. Many pupils will continue to be supported by IncludEd once they have reintegrated back into mainstream school.

Pupils with an EHCP will be supported by the SENCO to transition into a KS4 specialist provision. The SENCO will liaise regularly with parents and the local authority as well as the identified school. Information will be shared with the school and it may be suitable for the pupil to visit the provision supported by a member of staff to prepare for this transition.

### **What specialist services from outside does the school use to help meet children's needs and how do you work together?**

IncludEd works closely with specialist services to support our young people. It is our experience that young people make progress in addressing their difficulties when we adopt a collaborative approach. That is pupils, parents or carers, the school and specialist services working closely together with a shared outcome. We do this through arranging Team Around the Child Meetings where all the people and services involved can share information, set targets and review progress.

We work with a range of services both within the school and in the larger community including:

- School nurse
- Mentors
- Counsellors
- Therapists
- Career Connect
- Attendance Officer

### **What will you do if my child has medical needs?**

Please share any medical needs with us at the initial interview. Together we will establish the best way to support your child with their additional needs. We have a school nurse who visits the young people on demand. We will work alongside her to develop a care plan to best support your child.

### **What should I do if I am unhappy with my child's support or progress?**

- Your first port of call for sharing concerns is the Deputy Head of Centre. They will attempt to address any difficulties you or your child may be experiencing in relation to their education.
- If you feel that this does not lead to a satisfactory result you are able to address these concerns with the Head of Centre. If you still remain unsatisfied, you can raise this with the referring establishment.

***The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.***