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The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

Identifying students with SEN and assessing their needs

Students arriving at the CELC will often come to the setting with little information about their needs therefore to inform the steps to be taken on the graduated approach, staff conduct a '360' of the pupil on entry. This involves meeting with different staff in the school to help best understand their needs and plan accordingly.

The induction includes the following:

- A meeting with the Pastoral Manager - with parent who will outline the process
- Time with the SEMH Coaches where WEMWBs and SDQs will be completed
- A meeting with the SEND Lead to discuss any concerns or difficulties.
- Sessions with the Inclusion Coach including a reading test using TES Literacy
- A discussion with the child's allocated key worker
- Work with English and Maths department staff on core skills to do complete a baseline assessment.

A '360' will be compiled collaboratively with the staff involved in the induction process and it will be used to create a Pupil Passport to which will be shared via Provision Map. The '360' will also determine the pathway on entry.



Coventry Extended Learning Centre Induction Process

Stage	By whom
Contact made with parent to introduce school to family and arrange an induction meeting.	Pastoral Managers
Meeting is held in school to discuss induction and make a plan for start date.	Pastoral Managers/ Parents
Pastoral Managers complete assessment plan for when the student will be in for sessions and with which teachers and puts this onto the hard copy template. Information then pass to admin staff on agreed timetable format. Keyworker will be assigned at this point.	Pastoral Managers
Sessions will be held with Maths, English, SEND, SEMH and Keyworker to collect baseline information and information on any additional needs so support can be arranged.	Subject Leads, PMs, SEND Lead and SEMH Coach
360 discussed and pathway determined.	Centre head, Pastoral, SEND Staff
Pupil Passport completed. 360 shared with staff via Provision Map to allow staff to plan for students arrival. 360 presented to staff team at earlier available briefing. If student identified for pathway 2 parents/carer to be updated by keyworker. If early identification raises significant SEN concerns ZJO/COS to arrange contact with parents/carer.	Centre head/ SEND team

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Class teachers will also make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child’s previous rate of progress
- Fails to close the attainment gap between the child 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 a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will 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.

Pathways

	Cognitive	SEMHL	PI+SENSORY	SLCN
Wave/Pathway 1 (Enhanced) ALL in class support, likely to end up back at mainstream.	In class differentiation: including but not limited to – smaller class sizes, visual aids, TA support in classroom, chunking of activities, curriculum key word pre teaching.	In class differentiation: including but not limited to – smaller class sizes, visual aids, TA support in classroom, chunking of activities. Thrive trained staff.	In class differentiation: including but not limited to – smaller class sizes, visual aids, TA support in classroom, chunking of activities.	In class differentiation: including but not limited to – smaller class sizes, visual aids, TA support in classroom, chunking of activities.
Wave/Pathway 2 (Blended model) As above but needs additional support Identified by the induction.	As above but also including but not limited to: Literacy and numeracy intervention, EPs referral, 1:1 reading programmes	As above but also including but not limited to: Zones of regulation SEMHL LA service referral EP involvement	As above but also including but not limited to: Writing slopes, ergonomic pens, coloured overlay, adjustable/sensory seating, WRL, access to alternative ways of	As above but also including but not limited to: Time out, Safe space, 1:1 key person, Visual Timetable, Now and Next boards, WRL

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	Reading Wise, WRL, access to alternative ways of recording, access arrangements.	WRL, access arrangements.	recording, access arrangements.	access arrangements. Referral to Neuro, CAMHs if appropriate.
Wave/Pathway 3 (Enhanced bespoke) Additional Support, bespoke SEND Pathway, external agencies	As above but also including but not limited to: Individualised timetable, small group and/or 1:1 support, curriculum amendments e.g. functional skills	As above but also including but not limited to: Bespoke pathway, intensive SEMHL Thrive support, CAMHs (RISE, Horizon)	As above but also including but not limited to: HI/VI/PI service, Occupational Therapy programmes, Physiotherapy programmes	As above but also including but not limited to: Speech and Language referral, Neuro input, CAMHs therapeutic input,

Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

We will formally notify parents when it is decided that student will receive SEN support.

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher or keyworker will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views

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➤ Advice from external support services, if relevant

The assessment will be reviewed regularly through the internal multi-disciplinary team process.

All teachers and support staff who work with the student 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 student's progress.

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students' which information will be shared as part of this.

Students who are returning to mainstream through the Fair Access Panel process will be supported in their induction by CELC staff and further by the local authority inclusion team for 6 weeks after their start date. Students who transition through an EHCP will have a personalised programme of support agreed by the students, parents/carer and their new school.

Our approach to teaching students with SEN

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

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students including the procurement of specialist equipment.

We will also provide the following interventions:

- Subject specific in class interventions designed by the teachers.
- SEMH intervention with the school's SEMH coaches.
- Keyworker support
- Pastoral support
- Thrive
- Precision teaching
- Transition support
- Big thinking
- Talk about for teenagers
- Zones of regulation
- Reading wise
- Specific interventions as directed by external support such as Educational Psychologist

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

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

Please read in conjunction with the school's accessibility plan.

Additional support for learning

We have Inclusion Coaches across each key stage phase who are trained to deliver interventions such as precision teach, reading wise, zones of regulation, talk about for teenagers.

Teaching assistants will support students on a 1:1 basis when identified in specific subject lessons.

Teaching assistants will also support students in small groups as directed by the subject teacher.

We work with the following agencies to provide support for students with SEN including (not exhaustive) CAMHs, Speech and Language Therapy, Occupational Therapy, Educational Psychologist, Counsellors, Mind, Reach, Chances, Positive Youth Foundation. Several of these services may provide strategies that can be used at home, links to these can be found on Coventry's local offer.

Expertise and training of staff

Teaching and support staff have training linked to SEND throughout the school year. The training delivered to staff depends on the needs of the students in our school at the time and the prior experience and training of our staff team. This year there has been a focus on speech and language, specific interventions, planning and delivered high quality lessons for SEND learners and Thrive. This training is delivered by a range of school staff and external specialists.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after the predetermined cycle length
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- MDT team progress reviews

Enabling students with SEND to engage in activities available to those in the school who do not have SEND

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All of our extra-curricular activities and school visits are available to all our students.

All students are encouraged to take part in school events such as workshops, sporting events, performances etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

A copy of the school's accessibility plan can be accessed at:

<https://www.coventry.gov.uk/downloads/file/35168/accessibility-plan>

Support for improving emotional and social development

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

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of identified intervention programmes
- Additional support in times that a student may find difficult such as lesson transitions/ break and lunchtimes
- Engagement in student surveys

We have a zero tolerance approach to bullying.

Working with other agencies

CELC works closely with all partner agencies including health, social care and support services. We may seek specialist support for further assessment or guidance on how to best support a student's specific need. This will always be done in consultation with the student and their family.

Complaints about SEN provision

Your first step would be to express any concerns directly to your child's keyworker or the SENCo. If these are not addressed to your satisfaction, you can express your concerns to the schools Headteacher.

If you would like some independent advice please contact Coventry SENDIASS.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Contact details of support services for parents of students with SEN

Additional information on support services for parents of students with SEN can be found at:

<https://www.coventry.gov.uk/special-educational-needs-disabilities>

Contact details for raising concerns

School Information Report for students with Special Educational Needs and/or
Disabilities (SEND)



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Zoe Johal- SENDco Zoe.Johal@coventry.gov.uk

Cat Osborne- SEND Lead Catherine.Osborne@coventry.gov.uk

The local authority local offer

Our contribution to the local offer is: <https://www.coventry.gov.uk/extended-learning-centre/send>

Our local authority's local offer is published here: <http://www.coventry.gov.uk/sendlocaloffer>