

## **Introduction**

Both Greenhill ALC and Revive Learning Centre are departments of Leasowes High School offering bespoke curriculum pathways for young people who are unable to access full-time mainstream education or who are unsuited to the mainstream provision on offer at their originator school.

All students at both provisions receive support through quality first teaching and an adapted curriculum that seeks to stretch and challenge, so that all students have the opportunity to reach their full potential. This is achieved through all the staff at the provisions having high expectations of all of the students, promoting an inclusive environment and making reasonable adjustment as and where needed to support SEND students.

We understand that there is a need to ensure that our curriculum is inclusive and accessible, providing the opportunities to succeed. Moreover, we recognise the need to offer the type of provision that allows students to achieve their potential.

“Every child deserves an excellent education and the chance to fulfil their potential whatever their background and needs. Children in alternative provision deserve these opportunities too.” (Creating opportunity for all, DfE, 2018)

## **Referrals to Alternative Provision.**

There are a variety of reasons why a student is referred to an alternative provision. Some of these may be;

- A serious behavioural event that would normally result in an extended exclusion or permanent exclusion.
- Emotional based school avoidance/ mental health issues
- An offsite direction from a Head Teacher to allow a student improve his or her behaviour.
- Students needs are not being met through the mainstream curriculum on offer. The emphasis on smaller classes and engagement may be more suitable to some students.
- A student may not be attending regularly and is at risk of becoming NEET. An alternative provision may provide a greater opportunity to progress to a suitable post-16 pathway.
- An unidentified or emerging need may result in a student needing additional support in a supportive learning environment. This may result in a student being placed on the SEND register of need as a K student.
- Students who have a diagnosed health issue (mental health and physical) may need to be supported to access a mainstream curriculum.

### **Person-centred collaboration: working with SEND learners at the alternative provision.**

A student may be considered as having special education needs and/or disabilities (SEND) when they require significant additional support to participate in school. If a student has been identified as having a SEND, parents/carers and the student will be consulted and involved in arrangements for additional support through an individual learning plan, which will outline to staff the necessary adjustments, helping them to meet the respective learning needs of the students, as its contents inform their teaching practices. This may include adjustment to their learning environment such as seating plans, lighting, and noise reduction, colour settings on the interactive whiteboards, coloured exercise books and overlays. The SENCo will hold regular meetings with the student and parents/carers in order to collect information and where necessary alter the learning plan to meet the learning needs of the student as they progress and become more resilient. Greenhill and Revive Alternative Provision provides learners with all category codes of SEND, as outlined in the SEND code of practice (DfE, 2014).

### **Legislation**

SEND Code of Practice, 2014 4.32 'information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEND should be shared with all staff'

SEND Code of Practice, 2014 5b 'Schools should adapt the curriculum and the learning environment for children and young people with SEND.'

### **The SENCO and SEND Team**

Mrs Gemma Hunt is the SENCO and she can be contacted at either Greenhill or Revive on 01384 686 607 or 01384 686 557. Mr Bennett is the Senior Leadership Team line manager and can be contacted via the aforementioned numbers.

Mrs Hunt completed the national qualification for SENCOs and has significant experience working with special educational needs students in both mainstream and AP environments.

There are currently 4 AP practitioners, 2 level 1 teaching assistants, 1 high level teaching assistant and 1 level 3 teaching assistant deployed to support young people in our settings.

We have a dedicated AP practitioner for mental health who moves between both settings to provide both intervention, advice and guidance to pupils.

### **Identification of SEND.**

The systems in place for identifying and assessing SEND learners at Greenhill and Revive are robust, collaborative and effective. On entry to our settings young people are recognised as having Social Emotional and Mental Health needs and consequently added the send register

as status K (receiving universal support). Where a child already has an EHCP this individual is placed on the SEND register as status E.

Please note a student will not be identified as having any forms of SEND without notifying parents/carers and the student. The SENCo can assess and identify the need(s) for additional support and SEND traits and make referrals to relevant agencies if needed, however the SENCo cannot make any medical diagnosis. Diagnosis can only be officially made through a medical route.

### **Referrals to SENCo**

A student can be referred to the SENCo through:

- Parental/carers concern – a meeting will be held once internal evidence-gathering has taken place in order to share finding and talk through next steps in the process.
- Student concern – a meeting will be held with the student.
- Staff concern – staff will complete a referral to the SENCo.
- External agents – professional practitioners can contact the SENCo to express concerns.
- Previous school – Information will be shared via the AP passport to share concerns
- Local Authority/ External commissioners – the Local Authority can contact the school to express concerns.

Methods used to gather evidence include:

- Observations, formal and informal, these can be in class and in social times.
- Data gathering from assessments, grades and targets.
- Staff, parent/carers and student voice to obtain what they feel the struggles are, or concerns.
- Intervention programs.
- Skill-specific assessments.
- SDQs and similar self-reporting questionnaires.
- Specialist external reports

### **Legislation**

SEND Code of Practice, 2014 4.32 'Providers should arrangements in place for identifying the SEN of children and young people'.

SEND Code of Practice, 2014 4.35 'The school specific information should relate to the schools' arrangements for providing a graduated response to children's' SEND'.

### **Assessment and Observation**

Once a referral has been made the SENCo will then start the graduated process, this will include speaking to the person who made the initial referral to ascertain what they consider to be the reason for the referral. Data will be gathered from each subject and staff and a sample of the students' work will be collected. Observation of the student will then start and will continue over several weeks so the student can be observed in different classes, social situations and with different staff members. It will then be decided if the referral will need to continue and the student, parents/carers will be invited to a meeting to discuss the graduated response. If all parties agree, an Individual Learning Plan will be created by the SENCo and shared with staff detailing clear strategies to support the individual in provision. Any outside agencies will be employed at the discretion of SENCo

### Quality first teaching for SEND learners

- All students are assessed regularly by the class teacher as part of the curriculum, the data from these assessments is then analysed by teaching staff and mark against either the expected progress or end of term/year targets. If a student is significantly below their expected target, the class teacher will advise the SENCo and seek guidance to support.
- All staff meet every day to discuss the holistic progress of students.
- Students' parents/carers are contacted at least once per half-term to discuss progress.
- Students' have one to one meetings with the SENCo to discuss progress and to review individual learning plans at least once per term.
- All specific intervention programs are delivered in either small groups or on a one-to-one basis in line with the SEND Code of Practice, 2014, and in respect of the Assess-Plan-Do-Review cycle, reflecting the school's graduated response.
- All learning plans are shared with staff which outlines the students' need(s), background, targets and strategies for support. These strategies assist staff to create and deliver an adapted curriculum that supports the student whilst maintaining high expectations of all.
- Classroom staff, SENCo and leadership will monitor the impact of support and will adjust practices or strategies where necessary.
- The Senior Leadership Team (SLT) and SENCo regularly monitor the effectiveness and impact of SEND support through regular meetings, learning walks, data and book monitoring.

### Legislation

SEND Code of Practice, 2014 5d 'The progress towards any of the outcomes identified for children and young people with SEND will be assessed and reviewed, including information about how those children, their parents/carers will take part in any assessment and review'.

### **Facilities and Staff.**

Within both Greenhill and Revive there are a number of facilities to support SEND students.

- Alternative provision practitioners work with SEND students in class and social time throughout the day.
- A meeting room for students, parent/carers to meet with staff and/or external professional agencies is available in both centres.
- Disabled toilets, are available in both centres. At Greenhill all classroom and entrances are on ground level, however, our Revive base at Leasowes is not able to be navigated by wheelchair users.
- The SENCo office is a dedicated safe & quiet space for students who require social, emotional and/or mental health intervention.
- Students have a squad leader (tutor) as their key worker who is available throughout the day to support students when they need support.
- All staff receive a CPD program that is specifically targeted at supporting SEND learner. The Senior Leadership Team (SLT) and SENCo carry out regular observation to identify any CPD and/or training needed.
- All staff have worked with students with SEND and students with behavioural difficulties for several years and have an extensive amount of knowledge and experiences.
- Both provisions aim to enhance cognitive development and nurture social interaction and offer weekly outdoor activities/excursions including physical and extra-curricular activities.

### **Legislation**

SEND Code of Practice, 2014 5f 'Facilities should be able to be accessed by children and young people with SEND.'

SEND Code of Practice, 2014 4.32 'Activities should be available to SEND children and young people including physical activities and extra-curricular activities.'

SEND Code of Practice, 2014 4.32 'Teachers, lecturers or other professionals have a duty to support children and young people with SEND, this should include professional development to secure knowledge at all levels:

- Awareness – to give basic awareness of a particular type of SEND, appropriate for all staff who will come into contact with a child or young person.
- Enhanced – to adapt teaching and learning to meet a particular type of SEND, for early year practitioners, class and subject specialists/lecturers and teaching assistance working directly with the child or young person on a regular basis.
- Specialist – in-depth training about a particular type of SEND, for staff who will be advising and supporting those with enhanced-level skills and knowledge.

### Moving schools or settings

There are many instances of transition in secondary school life, entering secondary school, moving school, transition from one year to the next, moving to an alternative provision and finally leaving secondary school to further education.

At each stage we support the SEND learners by gathering evidence either from the feeder school or from previous teachers/school through passports and meetings so we have as much information as possible to us prepare to support the student at any/all levels of transition. Extensive liaison work is carried out with prospective providers or feeder schools to ensure the support is in place and starts immediately.

- From receiving an admission application, we contact the school to invite them to meet with us and gather information on the student.
- If the AP can meet the needs of the child the school will be asked to complete a passport that outlines the key information and background information such as exclusion, safeguarding concerns and SEND etc.
- The AP will then ask the parents/careers and the students to attend a meeting to discuss the transfer in more detail.
- The leaders and SENCo will then discuss the students need(s) and decide which provision they would be more suited to – Greenhill or Revive.
- The student will be offered a taster session where they can have a look around the AP and meet the whole team.
- If the student was identified as SEND in the previous school, (the SENCo will contact the school for details if they have not been provided on the passport) an individual learning plan will then be created from the information we have gathered, this will be issued to all staff in the AP setting before the student arrives on their first day.
- We will ensure they are introduced to a 'buddy' to help them settle into the AP and their squad leader who will be their 'tutor/mentor'.
- Year 11 students will receive careers guidance and support and will have assistance completing application for colleges, training opportunities and apprentices.

### Legislation

SEND Code of Practice, 2014 4.32 'Providers have a legal obligation to support SEND children and young people moving between phases of education and/or preparing for adulthood and independent living'.

### Liaison with other Agencies and Professional Services

Greenhill and Revive operates in a multidisciplinary manner and involves all necessary agencies and bodies at the relevant stages as described above

Both Greenhill and Revive Alternative Provision aim to provide the most effective and appropriate support to students. However, if you are concerned about the level of support a child is receiving, please contact Chris Bennett – Director of Alternative Provision - [cbennett1@leasowes.dudley.sch.uk](mailto:cbennett1@leasowes.dudley.sch.uk) or Gemma Hunt – SENCo- [ghunt@leasowes.dudley.sch.uk](mailto:ghunt@leasowes.dudley.sch.uk)

### **Dudley Local Authority's Local Offer**

Details of the support and external agencies available within Dudley Local Authority from birth to 25 are known as the Local Offer. Details of this can be found at the following website: <https://dudleyci.co.uk/send-local-offer>