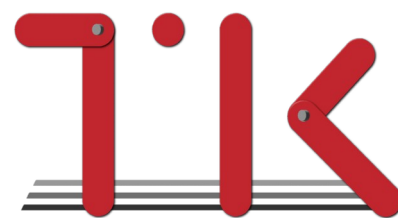


SEND policy

Teenage Kicks



TEENAGE KICKS

• ENGAGEMENT • PROGRESS • OUTCOMES



Approved by: James Docherty

Date: 14.3.2024

Last reviewed on: [August 2024]

Next review due by: [August 2025]

Contents

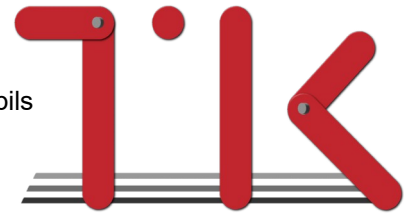
1. Aims.....	3
2. Legislation and guidance.....	3
3. Definitions.....	3
4. Roles and responsibilities.....	4
5. SEND Support and Provision.....	5
6. Monitoring arrangements.....	9
7. Links with other policies and documents.....	9

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1. Aims

Our SEND policy and information report aims to:

- Set out how our provision will support and make provision for pupils with special educational needs (SEND).
- Explain the roles and responsibilities of everyone in the provision in providing for pupils with SEND.



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Our Five Key Values are:

- To ensure pupils and their families have a positive experience of education within Oldham.
- To provide a caring, supportive environment where pupils can feel safe, secure and valued.
- To improve the emotional health and well-being of our pupils and their families.
- To support our pupils and their families in engaging positively with education.
- To empower pupils to become self-sufficient, independent thinkers and lifelong learners.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out provisions' responsibilities for pupils with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out provisions' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

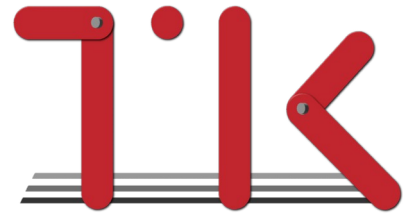
3. Definitions

A pupil has SEND if they are identified as having 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 in learning 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 provisions.

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 provisions.



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• ENGAGEMENT • PROGRESS • OUTCOMES

4. Roles and responsibilities

4.1 The SENDCO

There are three qualified SENDCOs at Teenage Kicks. They are Katie Millea, Suzie Watts and James Docherty.

Email : katie.millea@teenagekicks.uk, suzie.watt@teenagekicks.uk, james.docherty@teenagekicks.uk

Telephone : 0161 243 3868

The SENDCO will:

- Work with the senior leadership team and to determine the strategic development of the SEND policy and SEND support within the provision
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the provision's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially other schools and support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the SLT ensure that the provision meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the provision keeps the records of all pupils with SEND up to date.

4.2 The Head of provision

The Headteacher will:

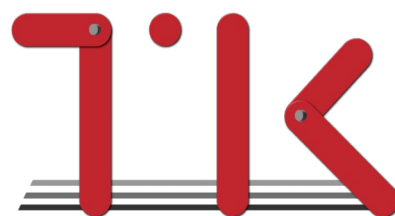
- Work with the SENDCO to determine the strategic development of the SEND policy and support within the provision
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any learning mentors or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. SEND Support and provision at Teenage Kicks.



TEENAGE KICKS

• ENGAGEMENT • PROGRESS • OUTCOMES

5.1 The types of SEND that Teenage Kicks caters for.

Our provision 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 and multiple learning difficulties.

5.2 Identifying pupils with SEND and assessing their needs

All pupils who are on roll with Teenage Kicks have an Education and Health Care Plan. Pupils who are dual registered with mainstream are placed on SEND support due to the need for provision different to that provided in a mainstream provision setting. This ensures that they receive a personalised approach to ensuring their progress and development in a range of areas and that this support will continue during their reintegration to a mainstream provision to aid a successful reintegration or movement to a specialist, long term setting.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Information will also be gathered from parents and carers, other agencies, schools through referral documents and the pupil themselves to determine the level of support required.

Class teachers will also make regular assessments of progress for all pupils 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 needs.

During a Person Centered Review we will set desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether referrals to external services and agencies are required, or whether something different or additional to our provision offer is needed.

If this is the case and the pupil will receive additional support or intervention over and above the provision's universal offer. Information on each pupil is made available to all staff and is regularly updated.

5.3 Consulting and involving pupils and parents

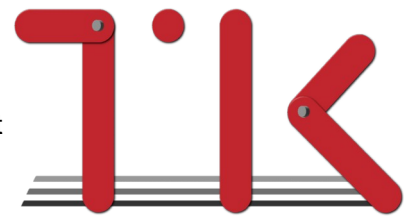
Every Teenage Kicks Pupil will have a Person Centered Review during their time at the provision.

We will have an early discussion with the pupil and their parents when identifying what provision the pupil needs. These conversations will make sure that:

- Everyone develops a good understanding of the pupil'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.
- The voice of the young person will be central to the discussions as well as their aspirations.

Notes of these early discussions will be added to the pupil's SEN support plan.



TEENAGE KICKS

• ENGAGEMENT • PROGRESS • OUTCOMES

5.4 Assessing and reviewing pupils' progress towards outcomes

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

A clear analysis of the pupil's needs will be completed. This will draw on:

- The school teacher's/SENDCo's assessment and experience of the pupil.
- Their previous progress, attainment and behavior at school.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly and a Person Centered Review held when necessary.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The SEND team regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Our approach to teaching pupils with SEND

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

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Counselling.
- Social Stories intervention.
- Literacy/reading intervention.
- Maths/English support/catch up

5.6 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils 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, allowing for longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.7 Additional support for learning

Learning mentors will support pupils on a 1:1 basis when they are identified on entry as requiring this high level of support.

Learning mentors will also support pupils in small groups during each lesson where necessary.

We work with the following agencies to provide support for pupils with SEND:

- Healthy Young Minds
- QEST
- Speech and Language Therapy
- Educational Psychology
- Positive Steps
- Oasis
- Youth Justice Service
- Social care
- Occupational therapy

5.8 Expertise and training of staff

Our SENDCO has 12 years of experience working in this role. They have experience of mainstream and specialist settings as well as leadership experience. All SENDCO's have achieved the National Award for Special Educational Needs Coordination (NASENDCO).

All our staff undergo regular training in a range of areas to ensure their knowledge and skills are up to date and continue to develop.

We use specialist staff for counselling interventions and we can facilitate further assessment through schools on site such as Speech and Language assessments, social communication needs assessments, Educational Psychologist assessments and formal assessments for access arrangements where necessary.

Qualified teachers are employed to teach the core subjects of Math, English, Science and ICT. The school has also employed 2 primary school specialists to provide additional support to pupils with gaps in their attainment or require a more nurturing approach.

5.9 Evaluating the effectiveness of SEND provision

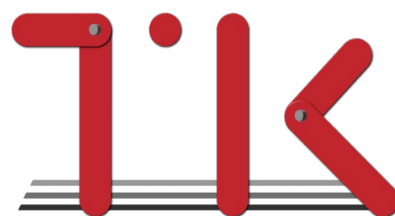
We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their outcomes regularly with schools and parents.
- Reviewing the impact of interventions after one term.
- Monitoring by the SENDCO.
- Using progress data input from subject teachers and baseline assessments.
- Supporting and contributing to, where necessary, annual reviews for pupils with EHC plans and regular reviews for all our pupils.

5.10 Enabling pupils with SEND to engage in activities available to those in the provision who do not have SEND

All of our extra-curricular activities and provision visits are available to all our pupils.

All pupils are encouraged to take part in all enrichment/extra-curricular and additional activities.

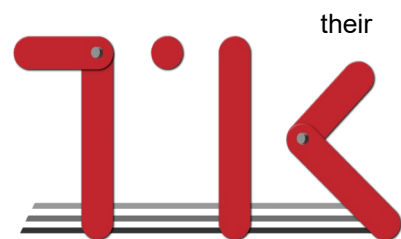


TEENAGE KICKS

• ENGAGEMENT • PROGRESS • OUTCOMES

No pupil is ever excluded from taking part in these activities because of SEND or disability.

Our provisions Accessibility policy and Plan can be found on the provision website.



TEENAGE KICKS

• ENGAGEMENT • PROGRESS • OUTCOMES

5.11 Support for improving emotional and social development

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

- Pupils with SEND are also encouraged to talk to the provision counsellor.
- We have a zero tolerance approach to bullying.
- All pupils including pupils with SEND are encouraged to take part in their Person Centred Review where their views, opinions and wishes can be put forward and listened to and personalized outcomes can be set.

5.12 Working with other agencies

Teenage Kicks works closely with a range of outside agencies to ensure the needs of pupils with SEND are met across a range of areas. Where necessary the provision will refer pupils and their families to the local Multi Agency Safeguarding Hub or the Early Help team to ensure that the pupil is supported socially both at home and at the provision. There are other services and bodies that the provision may refer to or support a referral to from school, if it is felt that level of support is required which include:

- The Educational Psychology Service
- The Additional and Complex needs service (QUEST)
- Speech and Language Therapy
- Occupational Therapy
- Healthy Young Minds
- YOS
- Police
- Positive Steps
- POINT
- Social Care

5.13 Complaints about SEND provision

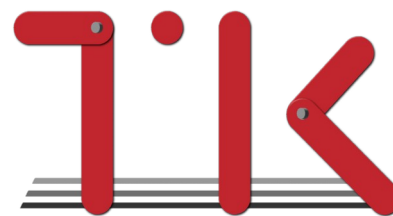
Complaints about SEND provision in our setting should be made to the SENDCos, Katie Millea or Suzie Watt in the first instance. They will then be referred to the provision's complaints policy if necessary.

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

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

5.14 Contact details of support services for parents of pupils with SEND can be found here:

0161 503 1547
POINT provides information, advice and support for pupils with SEND
in Oldham.



TEENAGE KICKS

• ENGAGEMENT • PROGRESS • OUTCOMES

5.15 Contact details for raising concerns:

Colin Phillips (Proprietor)
James Docherty (Executive Headteacher DSL)
Chris Valentine (Headteacher)
Sheree Horn (Deputy Head of provision/DSL)
Katie Millea (SENDCo)

Tel: 0161 243 3868

5.16 The local authority local offer

[Children and young people with SEND \(Local Offer\) | Oldham Council](#)
[Welcome to Manchester Local Offer | Help & Support Manchester](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Katie Millea/Suzie Watt (SENDCo) annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Proprietor.

7. Links with other policies and documents

This policy links to our provision policies on:

- Accessibility plan
- Equal opportunities
- Behaviour policy
- Supporting pupils with medical conditions
- Emotional Health and Wellbeing
- Safeguarding

Reviewer – James Docherty (Executive Head)

August 2024