

Name of school: Stroud and Cotswold Alternative Provision School

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| 1 | <p>How does our school know/identify that children have special educational needs (SEN)?</p> <p>Pupils are referred to us from mainstream settings and part of the referral process is to access information from schools relating to SEN. We also have an induction process which involves the pupils and parent / carers identifying the pupils' strengths and difficulties. We complete standardised assessments and engage relevant agencies in supporting further assessments as appropriate.</p> |
| 2 | <p>What are the first steps our school will take if special educational needs are identified?</p> <p>Interview the pupil and get their view on what they can do and identify successful strategies to use to support them. Refer to documentation from schools and other agencies, (including statement) and then establish a baseline. If necessary, we will assess reading, comprehension, spelling and maths using WRAT; Current levels using Alfie Cloud, self-image and view of school is assessed using PASS. Once all information is collected, a provision map and targets to be addressed within a specific timeframe are drawn up. Parents are consulted and when there is agreement the documentation is finalised. Provision maps are in place for all our pupils with SEN, including those with pastoral or social and emotional needs.</p> |
| 3 | <p>What should parents/carers do if they think their child has SEN? How can they raise concerns?</p> <p>Parents are fully involved in the induction meeting, which is the pupil's first visit to our school. Specific questions are asked of pupils and parent / carers, which would allow for any concerns to be raised. Parent / carers sign a home school agreement which highlights our expectation of parents to keep us informed of any concerns; contact details is given to parents/ carers at induction meeting. Each pupil has a key worker who is always available for a telephone conversation at the very least. Review dates are put in place at the start of the year, parents are invited in for face to face conversations.</p> |
| 4 | <p>How will our school include parents and students in planning support?</p> <p>Information from schools is considered by the member of staff leading the induction meeting. The induction process with pupils helps us identify further needs and decide on the type and level of support which will best meet their needs. Each lesson is carefully monitored and where additional support is needed, timetables are amended accordingly and staff are redirected to support where the need dictates.</p> |
| 5 | <p>How will our school teach and support children with SEN? <i>(Curriculum, teaching, learning environment, access to ancillary aids, assistive technology, additional support available)</i></p> |
| | <p>a For children without an Education, Health and Social Care plan (EHCP)</p> <ul style="list-style-type: none"> • Establish an accurate baseline from which to work – based on robust information gathering and consultation with pupils, parents, schools and other agencies • Provide differentiated tasks and approach to ensure full delivery of a broad, balanced and relevant curriculum – including opportunities outside the taught curriculum • Provide a key worker, ongoing assessment of need with individualised approach • Provide 1 – 1 support for specific target based work • Provide 1 – 1 support for pupils identified as needing specific skills based teaching • Provide specialist groups relating to specific need • Provide a teaching methodology that will support individual learning needs and styles • Monitor and record progress in a way the pupil can access and understand |

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| | <ul style="list-style-type: none"> • Regular and time specific reviews with pupils and parents • Staff receive regular subject specific training in addition to that identified through performance management |
| b | <p>For children with an EHC plan</p> <ul style="list-style-type: none"> • Establish an accurate baseline from which to work – based on robust information gathering and consultation with pupils, parents, schools and other agencies • Prepare a pupil profile on entry to school • Provide differentiated tasks and approach to ensure full delivery of a broad, balanced and relevant curriculum • Provide fully qualified and DBS checked staff • Provide 1 – 1 support for specific target based work • Provide 1 – 1 support for pupils identified as needing specific skills based teaching • Provide specialist groups relating to specific need • Provide a teaching methodology that will support individual learning needs and styles • Monitor and record progress in a way the pupil can access and understand • Increased involvement of each centres SENCO in monitoring and advising on strategies • Frequent reviews with parents and pupils to inform EHCP reviews within legal requirements |
| c | <p>How does our school plan the support? How are our resources allocated and matched to needs?</p> <p>Staff training needs are identified within the performance management cycle and training is planned within the SDP. SENCO with staff will identify SEN students and co-ordinate intervention Support such as additional aids (such as sloped surfaces) are accessed either through the LA advisory services or are purchased specifically for the pupil from existing budget.</p> |
| D | <p>How is the decision made about the support your child will receive?</p> <p>SENCO to compile data on those pupils with SEND, where additional support is needed, the leadership team considers the level of need and support is accessed either through existing resources and timetable amendment or by increasing the staff group. Through the self-monitoring process, we listen to any new or additional needs identified by the pupil and at our parent reviews we listen and act upon any concerns raised by parents.</p> |
| e | <p>Insert link to information about what Gloucestershire schools are expected to provide from their budget</p> |
| f | <p>How will progress towards identified outcomes and effectiveness of our SEN provision be assessed and reviewed by us and how will we involve parents, children and young people in this process?</p> <p>Each lesson is assessed with the pupil and informs future planning. Staff record successes and concerns on a daily basis. Weekly leadership meetings look at data relating to learning objectives and behaviour management Senior Management Team monitors the SDP and SEF at least 6x per year, each centre monitors centre development plans within team meetings. Pupil reviews with parents in attendance also identify progress and the effectiveness of provision.</p> |

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| | | At the end of each intervention, pupil and parental views are sought and considered to allow us to make any necessary changes to our practice. |
| 6 | <p>Who will be working with your child? <i>(Assessing, reviewing, overseeing arrangements, working towards outcomes, including looked after children)</i></p> <p>Each child has access to fully qualified and well trained staff. Teaching staff are responsible for the assessment of need, where the level of need is identified as being outside the remit of teachers, the educational psychology service, the LA Advisory Teacher Service, CYPS, or Speech & Language Therapy Service are accessed as necessary for in-depth assessment.</p> <p>We will also access support from services such as INFOBUZZ, Winston's Wish, Teens in Crisis, Social Care, Gloucester Young Carers and Youth Support Service.</p> | |
| 7 | <p>How does our school ensure that the information about a child's SEN or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?</p> <p>Each child has a 1-page pupil profile which is a collation of all information and our observations. Each teacher and TA reads this profile to ensure a consistent approach and any issues arising are discussed at early morning briefing. Supply staff are also directed to the profiles and risk assessments for each child.</p> | |
| 8 | <p>What role will the child's teacher play?</p> <p>All teaching staff will lead on teaching and reinforcing skills as identified on the pupil profile. Pupils have key workers / tutors who are responsible for ensuring special educational needs are being addressed. The SENCO is available to offer support and advice to teaching staff on issues such as differentiation.</p> | |
| 9 | <p>What expertise does our school and our staff have in relation to SEN? <i>(three levels: awareness, enhanced, specialist)</i></p> <p>Each year, training is organised for all staff to raise awareness in specific areas. To date all staff have been trained in awareness of:</p> <ul style="list-style-type: none"> • Attachment Disorder • Autistic Spectrum Disorder • Specific learning difficulties (Dyslexia) • Curriculum design <p>Individual members of staff hold qualifications in: M.Ed in Behaviour & SEN</p> <p>The following areas have staff trained to a specialist level in;</p> <ul style="list-style-type: none"> • Behaviour and Attendance • Behaviour Management • Special Educational Needs | |
| | a | <p>Training of staff</p> <p>Each academic year training is provided for all staff on an identified area of SEN. Staff also identify their own training needs and suitable training either in-house, through outreach from our special schools, or from other agencies is arranged</p> |
| | b | <p>List areas of expertise</p> <ul style="list-style-type: none"> • Supporting the development of self esteem • Managing challenging behaviour • Solution focused approach (date of training tbc) |
| | c | <p>What intervention programmes does our school run for children with SEND and how are they delivered? (one to one support or in groups)</p> |

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| | <p>Letters and Sounds. – delivered by TAs to support literacy skills Rapid English – delivered by teachers and TAs to support reading, writing, handwriting and spelling Rapid Maths – delivered by teachers and TAs to develop mathematical skills.</p> |
| d | <p>What teaching strategies does our school use for children with learning difficulties including: Each pupil has a personalised curriculum that will take account of individual needs and styles, we have to be creative in our approach as not every child will access learning opportunities in the same way. We believe we have to cultivate the strengths and interest of our pupils with SEND and instil an “I can” culture rather than focusing on any perceived deficits. For pupils with a diagnosis of Autistic Spectrum Disorder we work closely with the Advisory Teacher Service and access many of their resources, we actively listen to parents. We look at each pupil as an individual and find which strategies are successful, this could include social stories, flexibility with timescales, elements of TEACCH approach, visual communication system. At all times we focus on the pupil and then develop a program around their skills, interests and needs. For pupils with a hearing impairment we work with Advisory Teachers and parents and identify specific listening and language programmes, including the use of sign language and accessing signed support where necessary. If a pupil has radio aids, we carefully monitor and check the pupil is able to access learning. For pupils with a visual impairment we work to ensure they have the best possible learning environment in relation to lighting, seating position, classroom organisation etc. Dependent on the type of impairment e.g. no useful vision or reduced or defective fields of vision, we will tailor our approach and programmes to make learning accessible. We employ strategies such as developing compensatory strategies to develop other senses e.g. listening skills, use of large print or audio materials. For pupils with speech and language difficulties we work closely with speech & language therapist and implement any specific programmes. Together with parents we set appropriate language targets and support pupils to acquire language skills to increase their independence and learning.</p> |
| e | <p>What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion? The majority of pupils who attend SCAPS have recognised social, emotional or behavioural needs. SCAPS has a policy of no permanent exclusion and works closely with parent / carers and other agencies to keep pupils in education. Details of our approach are provided in Section 5</p> |
| 10 | <p>Which other services do we use to provide for and support our pupils/students? <i>(Health, Social Services, Local authority support services, voluntary organisations – specialist support teachers, educational psychologists, teachers for hearing and visual impairment, ASD advisory teachers, behaviour support etc)</i> Depending on the nature of the pupils needs we secure links with</p> <ul style="list-style-type: none"> • Children & Young People's Service • Educational Psychology Service • Advisory teacher service • Paediatricians • Occupational Therapy • Speech & Language Therapy • INFOBUZZ • Teens in Crisis |

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| | <ul style="list-style-type: none"> • Winston's wish • Social care • Police Service • EEI team |
| | <p>a How do we meet the needs of SEN pupils/students Once the need is identified a referral is made to the relevant agency. Staff from specific agencies are welcomed to support the pupil in centre. We deliver the National Curriculum and adapt to individual needs, our pupils have access to assistive technology and all programmes are based on individual need</p> |
| | <p>b How do we support families of these pupils/students? We signpost parents / carers to specific agencies and organisations to ensure they are aware of any specialist support. We ensure feedback is given to them after any contact or communication. We operate an open door policy and would actively encourage parents / carers to share successes and concerns. We have staff trained in parenting strategies and can offer specific support in this area.</p> |
| 11 | <p>How does our school provide support to improve the emotional and social developments of our SEN pupils/students? 1 – 1 mentoring is available in all centres. Promoting a positive self-image and raising self-esteem is intrinsic in everything we do. Pupils are involved in monitoring their work and social achievements at all times through our points system. Each centre has developed reward systems to reinforce the importance of positive behaviour.</p> |
| | <p>a How does our school manage the administration of medication? We have trained first aiders on site, all staff are trained in first aid at work; we aim to send a first aider out on trips. We have a clear policy on the administration of medication which is always witnessed by a second adult and records of all medication administered are kept.</p> |
| | <p>b How does our school help with personal care where this is needed? We respect the dignity of our pupils and will always liaise with parents / carers and pupils in relation to this. Where necessary we will liaise with the school nursing service for additional advice. We have a clear policy on physical touch and all staff members are DBS checked.</p> |
| | <p>c What is our policy on day trips, school outings, health and safety arrangements? We complete risk assessments for all outings and curricular visits. Within these assessments individual needs are identified and arrangements are made to address any perceived risk. We adhere to GCC Health & Safety Policies.</p> |
| | <p>d What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils/students with SEN? What measures are in place in our school to prevent bullying? In addition to a well-developed PSHCE curriculum we offer our pupils 1 – 1 mentoring support. We also bring in key speakers to support our pupil. Staff have been specifically trained in different approaches to supporting emotional health and well-being (attachment, self-esteem, solution focused brief therapy). We have specialist support from other agencies also coming to centre to work with pupils on their emotional health and well-being. Our pupils are supervised at all times, therefore any attempts to bully would be acted upon immediately. All staff are aware of and implement our anti-bullying policy.</p> |

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| 12 | <p>What access do our SEN pupils/students have to facilities and extra-curricular activities available to all children? Our pupils have access to a variety of extracurricular activities. Each centre has transport facilities to support learning outside the classroom and we signpost our pupils to youth clubs, voluntary agencies, church clubs and support networks, as appropriate.</p> | |
| 13 | <p>Who will be talking to and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements; including looked after children) Each pupil has a key worker or tutor who is the first point of contact for parents / carers. Induction meetings are led by staff from the relevant key stage within the centre. Reviews are held with the key workers and the parents / carers and pupils and the Heads of centre (Head & Deputies) are available to support staff, parent carers and pupils. Each centre has a designated teacher for LAC and they ensure LAC reviews and PEP meetings take place and include the pupil's voice.</p> | |
| | a | <p>Who will explain and discuss this with parents/carers? Teacher leading the induction.</p> |
| | b | <p>How will parents/carers know how well their child is doing? Weekly point sheets, regular reviews, messages and telephone calls home. We also operate an open door policy.</p> |
| | c | <p>How does our school measure outcomes and impact of the support provided to the pupil/student? Daily briefing sessions assess the effectiveness of support and strategies. All pupils have baseline and target levels agreed and data relating to attendance, behaviour and learning is reviewed by leadership on a weekly basis. Such scrutiny allows us to intervene early if progress is not being made or sustained.</p> |
| | d | <p>When and at what interval will this happen? <i>(measuring outcomes and contact with parents/carers)</i> Progress in relation to individual targets and curriculum levels is central to our assessment for learning approach (AfL), this takes place in each lesson and social situation. AfL forms the basis of discussion in our moderation meetings (3x per year), however AfL is embedded in on-going assessment during every lesson and is discussed daily in briefing. If there are any concerns about lack of progress then immediate contact is made with parents, however weekly feedback is given through our points system.</p> |
| | e | <p>Who will explain and discuss this with young people <i>(where applicable)</i> Key workers / Tutors discuss our monitoring system at induction. Staff supporting pupils throughout the day refer to their individual targets and support pupils in monitoring their progress against their targets.</p> |
| 14 | <p>How will our school involve young people with SEN in their education? Our induction process includes building up a profile of the pupil based on information from schools, parents / carers and pupils. We use a variety of resources and approaches in order to gain the pupil's perspective on learning and their attitude to themselves and school. (PASS). We ensure our pupils know how well they have done, what they need to do to improve and more importantly how those improvements may be made.</p> | |
| 15 | <p>What accredited and non-accredited courses do we offer for young people with SEND? For pupils who attend our school on a partnership basis we work with their schools to honour any accredited and non-accredited courses. For those who are with us on a full time basis, we offer: Accredited:</p> | |

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| | <p>Our Core offer is:-</p> <ul style="list-style-type: none"> • Functional Skills English - Entry Level 1, 2, 3 & Level 1 & 2 • Functional Skills Maths - Entry Level 1, 2, 3 & Level 1 & 2 • Functional Skills ICT - Entry Level 1, 2, 3 & Level 1 & 2 • Entry level Design and Technology • ASDAN and COPE awards • GCSE English • GCSE Maths • BTEC Science • AQA Entry level Science • GCSE Science • BTEC ICT • BTEC Art • GCSE Art • BTEC Jamie Oliver Home Cooking Skills Level 1 & 2 • Preparation for Working Life Level 1 & 2 <p>Non-accredited: There is an opportunity for some pupils to achieve an Arts award. Forest School course, Prospect Training in Gloucester.</p> | | | | |
| 16 | <p>How do we assess and evaluate the provision we have arranged for your child? <i>(effectiveness, outcomes, progress)</i></p> <p>On –going daily continuous assessment always informs our practice and we adapt our approach and provision as soon as we recognise progress is being impeded in any way.</p> | | | | |
| 17 | <p>How do we prepare our school to welcome and support SEN pupils/students and how do we arrange and support a transfer to another school/educational establishment?</p> <p>Our induction process allows us to ensure we have as much information, including the pupil’s voice, to start a successful transition to education at SCAPS. Staffs from mainstream schools are invited to meetings and progress reports are also sought before the pupil starts with us. We will attend transition meetings in school and invite staff from receiving schools to review meetings to ensure all aspects of school life and progress is discussed. If a child has additional needs extra visits will arrange and an individualised pathway devised.</p> | | | | |
| | <table border="1"> <tr> <td data-bbox="472 1357 523 1861">a</td> <td data-bbox="523 1357 1465 1861"> <p>How do we prepare our pupils/ students for adult life? <i>(higher education, employment/ independent living)</i></p> <p>We maintain links with Stroud College, The Door, Open House, Prospect Training, The Farm, Horticulture projects at Prinknash and liaise closely with staff in other Alternative Provision settings. We then closely monitor the quality of Alternative Provision. We also support our pupils in completing their CV and letters of application as well as researching prospective employers and holding mock interviews. Intrinsic to all our work is the development of independence, in a variety of settings – school, home and work. We bring in visitors to support specific areas such as personal hygiene (school nurse), personal safety (DCPO) as well as providing direct teaching in life skills and PSHCE. Ongoing arrangements that are identified in conjunction with the key worker.</p> </td> </tr> <tr> <td data-bbox="472 1861 523 2094">b</td> <td data-bbox="523 1861 1465 2094"> <p>What special arrangements are made for exams?</p> <p>Where possible we link with our partnership schools to secure the most appropriate environment for our pupils to take their exams. We believe that reasonable adjustments are unique to individual needs and will act accordingly to support our pupils with SEN in the manner that best addresses those needs. We use a range of special arrangements, these include; requesting additional time, providing</p> </td> </tr> </table> | a | <p>How do we prepare our pupils/ students for adult life? <i>(higher education, employment/ independent living)</i></p> <p>We maintain links with Stroud College, The Door, Open House, Prospect Training, The Farm, Horticulture projects at Prinknash and liaise closely with staff in other Alternative Provision settings. We then closely monitor the quality of Alternative Provision. We also support our pupils in completing their CV and letters of application as well as researching prospective employers and holding mock interviews. Intrinsic to all our work is the development of independence, in a variety of settings – school, home and work. We bring in visitors to support specific areas such as personal hygiene (school nurse), personal safety (DCPO) as well as providing direct teaching in life skills and PSHCE. Ongoing arrangements that are identified in conjunction with the key worker.</p> | b | <p>What special arrangements are made for exams?</p> <p>Where possible we link with our partnership schools to secure the most appropriate environment for our pupils to take their exams. We believe that reasonable adjustments are unique to individual needs and will act accordingly to support our pupils with SEN in the manner that best addresses those needs. We use a range of special arrangements, these include; requesting additional time, providing</p> |
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| | | enlarged text, providing writing slopes, trackers for reading text, or a scribe. |
| | c | <p>What resources and equipment do we provide for children with SEN?</p> <p>We provide differentiated resources dependent on need – this could include age appropriate reading and maths schemes, Fizzy programme, writing slopes, use of trackers when reading, triangular pencils and any other resources as identified by an occupational therapist.</p> |
| | d | <p>What arrangements are in place with other schools/educational providers when our SEN pupils/students transfer?</p> <p>We liaise with the receiving school / provider and where a pupil has a statement of SEN / EHCP we attend any reviews in their school. This will form the main part of transition planning, alongside end of placement reports. For all our pupils returning to mainstream setting we work with the Education Entitlement and Inclusion Team and the Local Authority in supporting the receiving school towards a successful transition.</p> |
| | e | <p>How accessible is our school to pupils/students with SEN?</p> <p>Many of our pupils are identified as having special educational needs with the exception of those pupils who have no school place. We ensure each pupil is treated as an individual with a personalised curriculum and we adapt our teaching and provision to their needs. The Belle Vue centre is fully accessible to children with physical disabilities. The Ryeleaze Centre (KS 4 provision) is an older building, less accessible. An access plan is being developed.</p> |
| 18 | <p>Where can you find our SEN policy?</p> <p>SCAPS' website holds all our policies which can be accessed on: www.gfaps.gloucs.sch.uk</p> <p>The link specifically to the SEN policy is: <p>-policies/page-96425-sen-policy</p> or you can request a hard copy by contacting the centre.</p> | |
| 19 | <p>What role do the governors have? What does our SEN governor do?</p> <p><i>(information must include looked after children)</i></p> <p>As an Alternative Provision School we have a Management Committee which fulfils a role similar to a governing body. The management committee is made up of Head teachers, representatives from the LA and alternative providers. The Head teacher reports formally on SEN to the Management Committee at regular intervals.</p> | |
| 20 | <p>What can you do if you are not happy?</p> <p><i>Who to talk to and who to complain to; arrangements made by the governing body)</i></p> <p>At SCAPS we pride ourselves in the positive relations and professional approach we have with parents/ carers, pupils and other agencies. If, however, you feel unhappy or concerned about anything no matter how small you feel that concern may be, please speak to the key worker / tutor allocated to your child. If you feel the concern or issue is not resolved, please contact the relevant centre manager. SCAPS has a clear procedure for dealing with all concerns and if you feel a complaint is necessary then please follow our complaints policy which can be accessed on the school website in the Policy section.</p> | |
| 21 | <p>How can parents/carers arrange a visit to our school? What is involved?</p> <p>Parents / carers will be contacted to arrange a visit once a referral to the SCAPS has been received from a mainstream school or the Local Authority.</p> | |
| 22 | <p>Who can you contact for more information?</p> | |

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| | <p>For any additional information relating to SEN, we would like initial contact to be made with the SENCO, Richard Pollard. Information is also available in our SEN policy.</p> <p>If you are unable to contact them, then the Head teacher or Deputies would be able to address any enquiries. If you feel there is an need for independent</p> <p>Parent Partnership will also be able to provide additional information. www.glospps.org.uk</p> <p><i>(class teacher, other staff, SEN policy; Parent Partnership Service; IPSEA)</i></p> |
| 23 | <p>When was the above information updated?</p> <p>April 2019</p> |