
ReFocus Ltd

SEN Information Report 2022/23

The following policy has been approved by the Executive Head Teacher and agreed by the management team.
The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

Date: September 2022
Review date: January 2023

Review Record:

Name (Print): Paula Tucker Name (signature): PTucker Date: 29.08.22	Name (Print): Name (Signature): Date:
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This policy covers the procedures for students with SEND for ReFocus Ltd.

This policy is not stand alone and should be used with other ReFocus Ltd policies including, but not limited to: Safeguarding, E safety, GDPR, The Staff handbook and Code of Conduct.

When referring to staff members this includes all full-time staff members, volunteers, support staff and supply staff.

Aim

We wish all students at ReFocus to have high aspirations and expectations of what they can achieve. Our school provides a focus on outcomes for students and not just hours of support, and we have used the same process and baseline data to set target grades for both students with SEND needs and students with no additional needs. We aim for students with SEND needs to enjoy the learning experience and to feel suitably challenged, whilst simultaneously putting mechanisms in place to support them.

Context

A student is defined as having SEND needs if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the student has significantly greater difficulty in learning than the majority of student of the same age; or, that the student has a disability, which hinders them from making use of educational facilities from those generally provided by schools for students of the same age, within the same area.

There are four broad areas of need, and these categories are detailed in the SEND Code of Practice as:

Communication and Interaction

Cognition and Learning

Social, emotional, and mental health difficulties

Sensory and/or physical needs

SEN Policy

The ReFocus SEND policy is available on the school website and by hard copy from the office. It is reviewed every year and sets out the vision, values and aims of our SEND arrangements. The policy includes a template of the Individual Education Plan, an outline of the responsibilities for SEND for the SENCO, governors and teaching staff and information on how the policy was developed and responsibilities for implementation.

SEN Information Report

<p>What types of SEND does ReFocus provide for?</p>	<p>Refocus is committed to the whole school inclusion of students with special educational needs and disabilities and provides support for students in all 4 categories of need, with the greater proportion of students in the category of Social, Emotional and Mental Health needs.</p> <p>Students with higher level needs are likely to be placed in the school due to the selective nature of the school, where we will work with councils and other agencies to ensure that the needs of students are met. Where students attract funding, we will use the funding effectively to support the student, considering the needs of the student and their progression to higher education/employment and the support required for transition planning and increased independence.</p>
<p>How does ReFocus identify and assess students with SEND?</p>	<p>Identification before enrolling at the school is preferable. The referring agencies are asked to notify us of any existing needs on the referral forms and to attach any paperwork / reports that are in relation to any SEN, behavior or attendance needs. We then, during the admissions process, have a meeting with all parties, the referring agency, parents/ careers, and the student; any such self-declarations are added to the Additional Needs register as a matter of course. This will also include possible triggers, interventions already in place or from the past and any strategies already tried and were successful. Depending on the severity of the need, parents and previous schools will be contacted for further information.</p> <p>All students needs will be reviewed half termly, sooner if required. We will also seek all relevant information from the student’s previous school to provide us with as much information/documentation. During the first 2 weeks we will observe and record details of students whose needs we suspect might warrant further investigation. All students included on the SEND list on the Additional Needs register have an Individual Education Plan created by the SENCO in consultation with the student. This outlines the needs of the student with strategies for support and potential access arrangements. A copy is sent to parents/carers for further comments.</p> <p>IEPs are reviewed regularly during their time at ReFocus to ensure the support is still required and assess progress towards any targets set for progression.</p> <p>On deciding whether to make Special Educational Needs provision, subject teachers and the SENCO will consider all information gathered from within the school about the student's progress, alongside expectations of progress. This may be followed up by a meeting with an external agency if required.</p>

	<p>In most circumstances students who state their previously identified needs on their enrolment form, alongside those who are referred by their teachers, will be put forward for further diagnostic testing if required. Depending on the results, some students might then have a further meeting with a specialist assessor who will make any relevant recommendations for access arrangements. This is the responsibility of the SENCO alongside the Exams Officer (see JCQ Access arrangements and exam considerations 2018/19 guidelines).</p>
<p>Who is the special educational needs co-ordinator (SENCO) at ReFocus and how can they be contacted?</p>	<p>Paula Tucker is the Executive Headteacher and SENCO. She is contactable by email paula@refocus.school and by calling 01933 391660</p>
<p>What is the ReFocus approach to teaching students with SEND?</p>	<p>Quality first teaching is an essential provision for all students within the classroom context and teachers can provide for all students using quality first guidance: Teachers are required to adopt quality first teaching methods and support mechanisms. All teachers are responsible and accountable for the progress and development of the students in their class. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. We seek to provide high quality teaching in lessons, over and above any additional intervention and support. The quality of teaching is monitored carefully with regular lesson observations of staff. Teachers are given guidance about how to support students with SEND. This can be found on their IEP, Monitoring form and student profile sheet. Students are regularly assessed and those underachieving are given extra support by subject staff.</p>

	<p>SEND strategies are reviewed annually to ensure that all students are provided for adequately, and staff training given regularly to be able to identify and support vulnerable students and improve their knowledge of the most frequently encountered SEND.</p>
<p>How does ReFocus adapt the curriculum and learning environment?</p>	<p>The SENCO meets with identified students to create their Individual Education Plan. Through this, students can make requests for adaptations or specialist equipment e.g., tinted paper, enlarged paper, use of a laptop in lessons, additional time for portfolio completion. This information is then shared with all teaching staff and is included within lesson planning.</p> <p>As a small school, for many students who may have previously struggled in a larger mainstream environment, they are able to benefit from the quieter environment, the mentoring program at ReFocus and the supportive community. The small class sizes of maximum 6 students allow teachers to adapt the learning for individual students where required.</p> <p>A strength of ReFocus is the key worker structure in place for all students. Upon entry, students are assigned a key worker which as far as possible remains the same during their time at ReFocus. In addition, students with SEND are supported through regular review meetings to ensure they have access to a range of support where required.</p> <p>All students have a say in what their learning environment looks like. We encourage students to complete a student profile which details their strengths, weaknesses and what they feel would make their learning environment work for them.</p> <p>Wave 1 – Quality first teaching All students with SEND will have identified strategies that teachers can use within the classroom to support their learning needs. For instance; more time for reading, overlays, use of laptop, writing frames, clear and simple instructions, chunking. Staff will differentiate work to allow all students to access it.</p> <p>Wave 2 – Interventions Some students will have access to additional literacy and numeracy interventions. Some students will have a reader, scribe, or support worker within the lesson. Some students will have emotional literacy sessions to support self-esteem.</p> <p>Wave 3 – Personalised support Students may have the following to support an area of need;</p> <p>Cognition and learning – Some students will access learning through the support of evidencing work through a</p>

	<p>range of alternative channels such as, video, photographic evidence, or audio.</p> <p>Physical/ sensory needs – movement breaks and access to ground floor classrooms.</p> <p>Communication and interaction – social skills sessions, lunch and breaktime sessions, one to one time with mentor</p> <p>SEMH – modified curriculum, emotional literacy, external support</p>
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<p>How does ReFocus consult parents of students with SEND and involve them in their student's education?</p>	<p>Once an IEP has been created, a copy of this is sent home to parents and carers for additional comments. For students identified with social, emotional, and mental health needs, if they are in receipt of counselling at ReFocus, under 'Gillick Competence', students can request for information to not be shared with parents/carers.</p> <p>All parents/carers are invited to discuss their child's education at any time. In addition, we hold 6 weekly review meetings with parents/carers and the students link school. This is an opportunity for parents to have every involvement in their child's education.</p>
<p>How does ReFocus assess and review students' progress towards their outcomes?</p>	<p>The key worker provides academic mentoring for each student which involves a 10–15-minute meeting every week to discuss targets, attendance and punctuality, behaviour concerns and any other issues. For students with SEND, this allows an opportunity for students to regularly consider the support they are receiving and inform their key worker of any concerns.</p> <p>At the end of each half term, students work with their key worker to review their grades and set SMART targets to ensure they are working towards their predicted grades in each subject area. All students can receive additional support through additional sessions held in small groups at lunchtime and after school.</p> <p>In addition, students with SEND receive a formal review in the Spring and Autumn term with the SENCO and the review is recorded within their IEP.</p> <p>The Additional Needs register is a fluid document and students' needs will change from time to time. With various points of review in a year, students will be removed from the register if they, together with their parents and staff, are happy with the progress they are making academically, socially, and emotionally.</p>
<p>How does ReFocus support students moving between different phases of</p>	<p>ReFocus is very aware of the need to ensure a smooth transition to either higher education or employment and when creating the IEPs, the SENCO will discuss this with the student at their review points. The Head Teacher and the SENCO discuss students who may require additional transition planning and for these identified students, the SENCO is responsible for liaising with the relevant teams within the higher education institutions to share further information.</p>

<p>education and preparing for adulthood?</p>	<p>We work closely with students to plan for their next steps. Students are encouraged to explore a range of options and apply for college, apprenticeships and investigate the world of work if they feel they want to pursue this path. Additional support can include visits to the college or apprenticeship, talks with past students who were unsure of their next steps and contact from the SENCO or Key Worker with the college or apprenticeship to discuss the students additional needs. This is to ensure a smooth transition with all needs met and the students feeling confident of the support they will receive.</p> <p>Through liaising with higher education institutions prior to the end of Year 11, the SENCO has been able to ensure students with needs are able to have support in place to allow for a smooth transition, this has included matching with peer mentors with a similar background/interest, arriving earlier than other students or organising meetings/communication with the student and support team before arrival.</p>
<p>How does ReFocus support students with SEND to improve their emotional and social development?</p>	<p>All students receive a weekly PSHE lesson with the Deputy Head Katie Close and the sessions cover a wide variety of themes including politics, health and wellbeing, transition planning and personal safety. These lessons involve discussion, debate and development of group skills and presentation planning.</p> <p>All students take part in a sporting activity every Friday which provides an additional opportunity for all students to improve their social development.</p> <p>There is an anonymous email for students to use if they have any concerns that they do not feel ready to talk about. This is also used to encourage students to reports bullying.</p>
<p>What expertise and training do the staff at ReFocus have to support students with SEND?</p>	<p>The SENCO, Paula Tucker is due to complete the National Award for Special Educational Needs Coordination in July 2023 and Katie Close will work alongside Paula Tucker and embark on her qualification in 2023.</p>

	<p>As part of the daily debrief and training days staff receive professional development sessions to help inform, update and train staff in supporting students with SEND led by Paula Tucker.</p> <p>The school's SENCO or DSL attends, where possible, the Local Authorities SENCO network meetings to keep abreast of local and national updates in SEND.</p>
<p>How does Refocus involve other organisations in meeting the needs of students with SEND and supporting their families?</p>	<p>Should a student require additional support, ReFocus may engage the services of other relevant agencies. Referrals to specialist services will only be made in consultation with parents, students, and the local authority.</p> <p>It is the responsibility of the SENCO to liaise with outside agencies where necessary. These include the Student and Adult Mental Health Service, Social Services, Health services and use of the in-school mentoring service.</p> <p>SEND needs can be amplified through poor attendance and masked with poor behavior which is why patterns and trends of poor attendance and / or behaviors will be looked at regularly. The SENCO will be a part of daily debriefs and will ask all staff if they have any areas of concerns. The SENCO will also work alongside Katie Close – Designated Attendance Lead (DAL) Parents and families will be supported in getting their child in to school by the DAL and the Education entitlement team if it is required.</p>
<p>How does ReFocus evaluate the effectiveness of the SEND provision?</p>	<p>Questionnaires are issued regularly to determine parent views, student views, and staff views on SEND provision.</p> <p>A SEND report is produced termly for the Governors.</p> <p>Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all students. Results from questionnaires and other ongoing feedback from all stakeholders is considered when evaluating the usefulness of provision.</p> <p>The effectiveness of the SEND provision is also reviewed as part of the wider review cycle of ReFocus in the creation of our quality improvement plan and self-assessment report.</p>
<p>Who can students and parents/carers contact if they have concerns?</p>	<p>Students and parents/carers can contact the individual key workers for the student; details of which are emailed at the start of the academic year. Contact can be made via email or by telephone.</p>

<p>How does Refocus handle complaints from parents/carers of student with SEND about provision made at the school?</p>	<p>For further information on the complaints procedure, please see the Complaints Policy on the Refocus website.</p>
<p>What support services are available to parents/carers?</p>	<p>Parents and carers can contact the SENCO directly if they require additional support and are able to make individual appointments to discuss their student at a convenient time suitable for them.</p>
<p>Where can the LA's local offer be found?</p>	<p>A local authority publishes its local offer and the school accesses additional resources as, and when, required. Northamptonshire local offer can be found here: https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Pages/what-is-local-offer.aspx</p>
<p>Where can information about the accessibility of ReFocus be found?</p>	<p>The Disability Discrimination Act as amended by the SEND and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.</p> <p>We monitor and assess student progress and needs through ongoing assessment and reporting. All staff meet and discuss concerns with staff, link schools and parents/carers as needed.</p> <p>Currently all students can access all their learning environments without adaptations and for each cohort we will assess the individual needs of the students and determine whether reasonable adjustments are required. The school is situated in one building which complies with disability and equality laws.</p> <p>The ReFocus accessibility plan can be found on our website.</p>

How does ReFocus support students with medical conditions?	<p>ReFocus recognises that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Students with identified medical conditions are included within the Additional Needs register and information about the potential impact of their condition on their attainment is shared with staff by the SENCO.</p> <p>For further information about supporting students with medical conditions, please see our Medical Needs Policy.</p>

