

## **SEN information to The Management Group 2015/2016**

### Type of SEN Provision

The Darley Centre supports students who are experiencing difficulties in their Mainstream School that places them at risk of permanent exclusion. Although Behaviour is the primary issue for all students, we are able to support students who are identified as having Learning issues that are impacting on their attendance in schools.

### Identifying Students and assessing their needs

When students are placed at The Darley Centre, their mainstream school has already identified that this is a barrier to their learning. They are able to access places at The Darley Centre through the Fair Access and Inclusion Panel (FAIP). Places are usually for two terms, but it may be necessary to extend a placement in certain circumstances. Short term placements may be requested by a school and these have to be discussed at the FAIP.

When a student arrives at The Darley Centre, they are given an initial set of assessments to complete. These are to check for weaknesses in a student's learning that may need additional support on a 1:1 basis in order to overcome. Parents are encouraged to discuss their concerns regarding their sons/daughters learning with Mr Burnett who is also the schools SENCO.

### Arrangements for Consulting Parents

Every term a student will have a review with their parents and their mainstream school. This is used to discuss progress and ways in which The Darley Centre can work together to support the student. Parents are encouraged to contact the school whenever they feel that there is an issue that will stop a student performing to the best of their ability. There are also regular meetings with other agencies such as EWO and FAST. These will normally be held outside of school hours so that the impact on a student's learning is minimised. We will also work closely with the North Lincolnshire SEN department to ensure that Annual Reviews are attended and our student's supported.

### Arrangements for Assessing and Reviewing Students progress

Every half term, students are assessed on the Curriculum work that they have completed in the studies. This is recorded and reported at the Termly reviews and shared with parents and mainstream schools. Every term students are reassessed against the standardised assessments that are undertaken shortly after a placement has started. At the same time, students are reassessed to show progress against their behaviour targets using the Readiness to Learn scales. This is compared against the baseline level given to us by the students mainstream school. At the end of a student's placement, an End of Placement report is compiled and this is shared with the student, their parents and the mainstream school. This is also sent to Wendy Holmes of the Local Authority who oversees students placed in alternative provision.

### Arrangements for Supporting Students between phases in Education

#### Key Stage 2

Arrangements with the student's mainstream school ensure that students are supported crossing into Key Stage 3. The aim is for all students to attend transfer sessions with their mainstream schools so that students are not isolated in any way. During the summer term reviews, the receiving school will be invited to attend the students review. They will also be asked to liaise with our staff to ensure that all strategies found useful/unhelpful are discussed. If possible the

mainstream receiving school will be asked to visit the students while they are at The Darley Centre to see the student within our teaching environment.

### Key Stage 3

At the present time, all students in Year 9 have to leave The Darley and either return to their mainstream or be placed in other suitable Alternative Provision. When a student is returned to their mainstream school, a reintegration plan will be discussed at the review held in May. At this point, a school could indicate that they are looking to placing a student in other suitable mainstream education or alternative provision. When this is the case, the student's mainstream school will complete the necessary paperwork for this to be heard at the FAIP. Following the decision of the panel, a plan will be devised to support the student and their parents with the transfer.

### Approach to Teaching Students with SEN

By the very nature of The Darley Centre, all students are deemed as having some need that they are recognised as SEN. Within each teaching group, the teacher is responsible for the teaching of the students and meeting their individual needs. This may be identified by the student's mainstream school or by our own initial assessments that are completed on entry. If a specific need is identified, then individual lesson can be arranged to help a student overcome that difficulty.

### How adaptations are made to the curriculum and learning environment

Students placed at The Darley Centre are supported in small groups of no more than 5 students in KS 2 and 7 in KS 3. Each small group has a teacher and a teaching assistant allocated to support the students with their learning and their behavioural difficulties. While at The Darley Centre, students follow a curriculum that allows them to return to mainstream school with minimum of disruption to their education. However, students do not follow music or MFL while placed at The Darley Centre.

### Expertise and Training of staff

All staff at The Darley Centre have considerable experience of working with students with difficult and challenging behaviour. Most staff have worked in a mainstream school supporting students. Others have worked within different Alternative Provisions prior to working at The Darley Centre. Regular training in line with mainstream schools is undertaken regularly. In addition all staff are fully trained in Team Teach and First Aid. These are renewed every two years. When staff join The Darley Centre, they are immediately placed on the next available course for Child Protection, Team Teach and First Aid.

### Evaluating the Effectiveness of the provision for young people with SEN

Through regular reviews held with the student and their school, progress is discussed and further targets are set if necessary. It is usual that once a student has met the targets set for them by their mainstream school, they will be returned back to continue with their education. When targets are not met and the targets set would indicate that there is a barrier to a student's learning identified, we would then consult with the SEN department at North Lincolnshire Council to decide whether an EHCP should be started in order to get further support for the identified student. This will involve working with other agencies such as The Educational Psychologists, EWO or SENDIASS.

### Involvement of Children with SEN

At The Darley Centre, all of our students are taught in the same way. Differentiated teaching is used to support students with SEN and extra staff are available within all classrooms. Students

who have specific educational programmes are taught on a 1:1 basis either by the class Teaching Assistant or our 1:1 support teacher.

### Support for Emotional and Social Support

At The Darley Centre, there is a high level of emotional support offered by all staff. This takes many forms, it may be 1:1 with a specific member of staff, group activities away from The Darley Centre, class or small group work. Our PSHE curriculum covers many topics ranging from crime to drugs and healthy eating to money. At all times our students are treated with respect and dignity that we would expect for ourselves.

### Working with other agencies

At all times, the staff at The Darley Centre will work with all agencies that are working with our students. This may involve attending meetings, providing reports or facilitating support programmes. These agencies are not just those provided by the Local Authority. We work closely with other Alternative Education providers to support students in placements after they have left us.

### Complaints

All complaints are treated fairly whether they come from a student, a parent or a student's mainstream school. In the first instance, the complaint is referred to the Headteacher. If he is unable to satisfactorily resolve the situation, it will be referred to the Chair of the Management Group or The Local Authority for them to investigate. Any complaints against staff having used unreasonable force during restraint are immediately reported to Humberside Police for investigation.