



SEN INFORMATION REPORT 2022-2023

Updated June 2023 by: Glenis Taylor

Reviewed by :Peter.Sembiante

The name and contact details of the SEN Co-ordinator: Glenis Taylor

The name and contact details of the Designated Teacher for Looked After Children: Glenis Taylor

The name and contact details of the Pathway Coordinator: Debbie Jeffery

All teachers share responsibility for maximising achievement of all pupils and making individual arrangements accordingly.

What kind of special educational needs does the school make provision for?

Act Fast NL Ltd School is an independent day special school for pupils aged 11 years to 25 years.

The school is based on a 20-acre site providing access to classroom, workshop, and external learning environments.

How we meet the needs of our pupils:

The primary need of most of our students is Social, Emotional and Mental Health Difficulties. In addition to that, some may also have Communication and Interaction Needs, Cognition and Learning Needs and Sensory and/or Physical Needs.

All pupils on role have an Education, Health & Care Plan (EHCP)

We fully comply with:

SEN Code of Practice January 2015.

Equality Act 2010

Children and Families Act 2014.

KCSIE 2022

How does the school identify and assess student's special educational needs?

The majority of students who attend Act Fast already have an EHCP which will have identified their special educational needs or disability.

All members of teaching staff and keyworkers play a part in continually assessing the student's progress, attainment and development in formal learning, vocational and enrichment activities.

Academic Levels

Skills Forward Maths and English

Skills Forward is one of the UK's leading e-Learning assessment solutions for Functional Skills. Initial assessments undertaken using the package identify areas of strength, areas for development from Entry Level 1 through to Level 2 Functional skills and GCSE levels 1 through to 9. The assessment also identifies possible indicators for Dyslexia and Dyscalculia which can be investigated through focussed and specialist diagnostic assessments. These form the basis of baseline assessment data on which focussed programmes of learning are developed.

Wide Range Achievement Test (WRAT 5)

The Wide Range Achievement Test (WRAT 5) is a standardised assessment measure of reading, spelling and maths and is effective from age 5 to adulthood.

Renaissance Star Reading

Renaissance Star Reading is a complete online assessment of our students' reading growth, showing us skills they have mastered which are aligned to the National Curriculum. Star Reading goes even further to show us the skills each student needs to focus on to meet or exceed expected standards. This enables us to provide colour coded books age and ability appropriate to the individual learner.

Further Assessments

Dyslexia Assessment

A diagnostic assessment carried out by appropriately qualified staff, can be administered to confirm the presence of dyslexia or any other associated specific learning difficulty. The

	<p>results of this assessment will inform appropriate differentiation, aid access arrangements and can form part of an EHCP application.</p> <p>Visual Stress Assessment</p> <p>Visual stress is also known as visual dyslexia, Mears-Irlen syndrome and scotopic sensitivity syndrome. Many children and adults experience visual discomfort when reading. This can affect reading fluency, concentration and comprehension and can cause rapid fatigue. Visual stress can be experienced as movement of print when reading, and can cause headaches and eyestrain. Use of a coloured overlay has been found to be hugely helpful in reducing the symptoms caused by visual stress and in an increase in reading fluency. Once a beneficial colour has been identified, coloured over-lays or coloured lens glasses can be regularly used.</p>
<p>How is the student's progress monitored?</p>	<p>This involves a whole school approach and is conducted by observations, conversations, baseline assessments reviews, tracking of attainment, informal and formal meetings with parents and any outside agencies.</p> <p>Student's progress is evaluated by using a variety of assessment resources including Readiness to Learn, academic progress and data, their Social, Emotional and Mental Health development, progress of interventions and their attendance, behaviour and participation. Targeted interventions are planned, delivered and monitored using an Individual Education Plan, which is reviewed termly using the "Assess, Plan Do and Review" model.</p> <p>If the student has an EHCP this evidence is used in the Annual Review.</p>
<p>How does the school evaluate its provision for students with Special Educational Needs?</p>	<p>Our Pathway Team hold regular meetings to review the effectiveness of current strategies and amend these as required. Our MIS system and supportive package such as Motional, CPOMS and bespoke Participation reports help judgements to be made against EHCP targets. Learner and Parent views are also taken into consideration to ensure all learners are happy with the provision.</p>
<p>What are the arrangements for dealing with the parents of SEN and involving them in their education?</p>	<p>Section A of the EHCP is considered at Annual Review Meetings. Parents are asked for up to date comments prior to the review and these are considered in the meeting.</p>

	<p>As of 01/07/2023</p> <p>The new website has access to the 24hr curriculum with knowledge cards set up to facilitate and support distance learning.</p> <p>The website has the facility for parent/carers to ask direct questions to SLT members and SENCo directly.</p> <p>The new MIS system has a student and parent portal which allows personalised access to progress and bespoke reports where applicable.</p> <p>Pathway staff will have regular contact with parent/carers to ensure home and school life are fully supported.</p> <p>The school holds two parent open evenings during the school year in order for parents to review progress and be able to comment or ask about their child's progress. Parents have the option to request a virtual meeting following receipt of the termly report.</p> <p>ASG of the school annually ask parents to complete a questionnaire about their thoughts on the school leadership, their child's happiness, progress and behaviour. This informs them of parent's views of the school so that they can work with the Leadership Team on any areas necessary for development and improvement.</p>
<p>What are the arrangements for consulting with student's with SEN and involving them in their education?</p>	<p>All learners have a bespoke Individual Learning Plan (ILP)</p> <p>PTL (Pathway to Learning) sessions are timetabled as of 2023 to provide weekly progress reviews.</p> <p>Pupils at the school contribute to their Annual Reviews by completing a "Pupil Views" form which is considered at the meeting. This may be completed independently or with support.</p> <p>The School Council offers the pupils a voice and gives them opportunity to freely express their views and opinions.</p>

	<p>The school also has a variety of 'Have Your Say' boxes and website facilities to enable anonymous feedback.</p>
<p>What are the arrangements for reviewing the student's progress towards outcomes?</p>	<p>The monitoring and evaluation of the effectiveness of our provision is carried out as follows:</p> <p>Pupil voice and suggestions are collected formally at each review.</p> <p>Termly report to parents written and discussion with parents offered about their child's learning and progress. Discussion with pupils' parents / carers. (held on line if requested)</p> <p>Observations and learning walks carried out by Subject leaders and Senior Leaders</p> <p>Work scrutiny carried out by Senior Leaders/Pathway Inclusion Team</p> <p>Pupil progress meetings between Class teachers, Pathway Team and Senior Leaders</p> <p>Tracking and analysing pupil progress on MIS</p> <p>Annual Review Meetings and monitoring of IEP progress (take place online if required, and on paper if parents wish for this to happen)</p> <p>Analysing attendance records</p> <p>Analysing behaviour records</p> <p>Head teachers reports to SLT and ASG</p> <p>ASG/SLT learning walks</p>

	ASG review of School Development Plan targets
What are the arrangements for supporting children and young people between phases of education, including preparing for adulthood?	<p>Pupils who are new to the school or who are moving onto Further Education are supported well.</p> <p>All new pupils follow a full consultation process including site visits and welcome booklet before their proposed start date.</p> <p>All pupils are assigned an inclusion staff member, mentor and buddy.</p> <p>Enrichment activities include elements of Preparation for Adulthood units.</p> <p>Initial visits to their new schools supported by staff and take part in Year 11 transition work building their self-esteem ready to leave secondary education.</p> <p>Careers sessions are timetabled for all groups and include independent advice and guidance.</p> <p>Work experience is organised where appropriate.</p> <p>Preparation for Adulthood courses is offered at Further Education level.</p>
What are the approaches to teaching children and young people with SEN?	<p>We have a supportive and nurturing approach in relation to support pupils who, may from time to time, find it difficult to engage with lessons and whose behaviour for learning might need further development.</p> <p>Some pupils may have individual behavioural profiles in place to help them access their lessons and to ensure a consistency of approach to behavioural management.</p> <p>All Staff are trained to maximise understanding and maximise the effectiveness of strategies employed.</p>

	<p>The Personalised Learning Team link directly with the Curriculum Leads and Inclusion Team to ensure the Breakout sessions are effective in keeping learners on track with their education.</p>
<p>What are the adaptations that are made to the curriculum and the learning environment?</p>	<p>Group sizes are kept small with a maximum of 6 learners to 1 teacher and 1 teaching assistant.</p> <p>Core subject lessons generally take place during the morning sessions and are organised into 45 minute blocks, to maximise engagement and effectiveness of curriculum delivery.</p> <p>The afternoon sessions more widely support topics that meet SEMH needs.</p> <p>Maths and English sessions are ability streamed offering the maximum support and guidance.</p> <p>Differentiation is the core to all sessions and is clearly logged on all lesson plans as appropriate.</p> <p>Individualised equipment is available as applicable.</p>
<p>What is the expertise and training of staff to support children and young people with SEN?</p>	<p>All Staff entering the school have induction training which includes policies and procedures of the school; this includes training on the MIS and reporting systems and how to record the children's work and progress.</p> <p>All Staff have access to continued professional development and are set targets for improvement. All staff CPD includes SSS training and bespoke training as identified by the SLT and ASG.</p> <p>All Staff training is logged on the MIS system and update requirements are clearly sign posted.</p> <p>Staff have received additional training in these areas:</p>

	<p>Cognition and Learning, Independence, Sensory/Physical, SEMH, Communication and interaction and Safeguarding, Prevent, Motional and CPoms.</p> <p>Staff PDR process identifies individual training needs and forms part of the whole school development.</p> <p>As of July 2023 The Pathway Team will become Ambassadors for SEN with champions identified where appropriate.</p>
<p>How does the school evaluate the effectiveness of provision made for students with SEN?</p>	<p>The MIS reporting system enables Deep-Dive periodic audits by the SLT team and the ASG representative to monitor progress, strategies employed and their effectiveness.</p> <p>Pathway Team has daily and weekly meetings with differing focuses to continually monitor and assess current strategies.</p> <p>This enables reviews to become more informed and increases the effectiveness of the provision as a whole.</p>
<p>How are students with SEN able to engage in activities in the setting that are available to all?</p>	<p>Small group sizes (6 maximum) enable a greater degree of support in each session. Staff consist of a teacher, teaching assistant and where applicable learning mentor for each cohort.</p> <p>A range of flexible Maths and English sessions allows access to level appropriate sessions whilst still keeping group dynamics.</p> <p>Afternoon enrichment activities are designed to develop academic skills and enhance personal development. The enrichment activities are colour coded to directly link back to their identified EHCP needs.</p> <p>A non-imposing environment reduces visual stresses and gives the option of outside learning to take place.</p>

<p>What is the support offered to improve social and emotional development?</p>	<p>We are committed to supporting the emotional wellbeing and safety of each pupil.</p> <p>A clearly defined behavioural policy is used consistently.</p> <p>Staff are trained in Motional in order to de-escalate behaviours and to support pupils needs.</p> <p>We have introduced our RACER ethos which forms the basis for home and school expected values.</p> <p>Staff know the pupils well and assess and respond to each pupils needs. They work tirelessly to connect and engage pupils through an informed approach.</p> <p>Support with personal care needs is provided where needed, for example, eating, toileting, dressing.</p> <p>There is a high ratio of support staff in class but pupils are encouraged to be independent in their learning and personal skills, for example, meal times and physical skills.</p> <p>Staff are trained to a high standard in safeguarding. There are 3 safeguarding leads.</p> <p>Enrichment activities are centred around SEMH needs and are colour coded to closer link with their EHCP and ILP targets</p> <p>Professional therapists feed back into strategic meetings to provide informed views moving forward.</p>
<p>How does the school involve the support from other bodies, including health and social care?</p>	<p>The school and staff work as part of a multi-disciplinary team including:</p> <ul style="list-style-type: none"> • Referring schools • Social Services • Children’s Emotional and Behavioural Psychologist

	<ul style="list-style-type: none"> • Specialist Therapists • Youth Justice Partnership • School Nurse • FaST • CAHMS • Delta <p>Contact with these agencies is dependent on current situations. Staff liaise with colleagues as appropriate. The ASG and SLT ensure that the needs of pupils are met by monitoring provision, visiting the school, reviewing attainment and progress</p>
<p>What are the arrangements for handling complaints?</p>	<p>Complaints about SEND provision in our school should be made to a member of staff in the first instance. They will then be referred to the school's complaints policy.</p> <p>The parents of learners with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that they have a grievance.</p> <p>They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> • Exclusions • Provision of education and associated services • Making reasonable adjustments, including the provision of auxiliary aids and services <p>The school website has all policies and provisions for complaints.</p>
<p>Local offer – What is the Local Offer?</p>	<p>Act Fast school is situated in Scunthorpe North Lincolnshire. The Local Council publishes information about services available for children and young people with special educational needs and disabilities.</p> <p>This is called the local offer.</p> <p>https://localoffer.northlincs.gov.uk/</p>

or contact

Family Information Service Email: fis@northlincs.gov.uk

Special Educational Needs and Disability Team Email: special.needssection@northlincs.gov.uk
Tel: 01724 297148

Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)
Email: help@nlsendiass.org.uk – Tel: 01724 277665 (direct line/24 hour answer phone)

Parents Involved in Participation (PIP Forum) Tel: 08453 889984 Website: North
Lincolnshire PIP Forum – Facebook: com/pipforum Twitter: @pipforum