**WEST SUSSEX ALTERNATIVE PROVISION COLLEGE SEN ‘Local Offer’**

***(Arrangements made to support children and young people with Special Educational Needs or Disabilities)***

**FROM THE PARENT/ CARER’S POINT OF VIEW:**

**1. How does the College know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

The West Sussex Alternative Provision College (WSAPC) provides education to those pupils who have been permanently excluded from school and those who cannot attend their own schools for medical reasons that mean they are too physically or emotionally unwell to attend. The College also provides support for those pupils who are considered to be at risk of exclusion from their own schools.

On entry, all pupils’ current levels of attainment are assessed to ensure that they can build upon the learning and experience already established. Previous school data will be requested. This will include copies of Statements of Special Educational Need (SSEN)/Education Health and Care Plans (EHCP), Individual Learning Plans (ILPs) and Pastoral Support Plans (PSPs), as appropriate. This information will provide starting points for the development of an appropriate curriculum.

All pupils have an Individual Learning Plan written within a month of admission. These are reviewed half termly. The views of parents /carers and pupils are sought and taken into account and any concerns can be raised with the teaching staff and Special Educational Needs Co-ordinators (SENCOs). In addition, there are regular parent review days which parents/ carers and pupils are invited to attend.

**2. How will College staff support my child/ young person?**

Heads of Centres oversee the education programme with support from SENCOs. WSAPC has one SENCO based in the north of the county and another based in the south. Teachers and SENCOs plan the education programmes to ensure quality first teaching. Learning will be differentiated to suit pupils’ individual needs with support from Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) as appropriate. SENCOs, Teachers and HLTAs plan intervention programmes as required. This will be explained at the initial interview process prior to admission to WSAPC provision.

There is a named SEN Governor who oversees the provision. The names of governors with specific responsibilities can be found on the WSAPC website (www.apcollege.co.uk).

The Governing Body is kept informed of arrangements made to support children and young people with Special Educational Needs or Disabilities (SEND).

Early identification is seen as an important part in a continuous monitoring process.

To help identify pupils’ special educational needs, progress can be measured by referring to:

* Evidence from teacher observation and assessment
* Performance against Individual Learning Plan targets
* Progress against the objectives specified in syllabuses for accredited courses that they are following
* Standard screening or assessment tools

There are half termly monitoring and data tracking procedures:

* Individual student targets are set
* Targets are set as part of marking and feedback dialogue between the teacher and pupils
* Targets are achieved when pupils, teachers and supporting adults are confident that the student is able to reach the target consistently
* Specific time is planned by teachers for reviewing and monitoring targets with pupils
* Agreed targets are used to inform judgements about pupil progress

When intervention programmes are used they are time limited according to need and reviewed on a regular basis to ensure progress.

**3. How will the curriculum be matched to my child’s/young person’s needs?**

Work is differentiated by the class teacher. Staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

If appropriate, specialist equipment may be given to the pupil e.g. pen and pencil grip, easy to use scissors, overlays. If a pupil has needs related to more specific areas such as spelling, handwriting, reading comprehension, literacy, language development, numeracy, social and emotional skills, targeted intervention may be required; this could involve requesting advice from outside agencies.

These strategies will allow pupils to access the curriculum at a level appropriate to their ability and ensure that each student is offered every opportunity to reach their full potential.

**4. How will both you and I know how my child/young person is doing and how will you help me to support my child’s/young person’s learning?**

The progress of all pupils attending WSAPC is assessed regularly, utilising a range of strategies, both through informal interactions and feedback (‘formative assessment’) and using formal tests (‘summative assessment’), to measure knowledge, skills and understanding.

Staff use the outcomes of assessment to track student progress on a half-termly basis and compare this to the expected progress based on the evidence provided to us about the levels they attained at the end of each Key Stage (as appropriate to the age of the pupil).

We think that it is very important to bear in mind that most of our pupils have had interruptions to their schooling in the past and therefore we also take into account progress made when compared to their starting points at WSAPC.

All information about progress will be shared at regular review meetings and in reports issued to parents/carers.

There will be regular opportunities to discuss your child’s progress throughout the year but you can contact the College at any time if you have concerns.

College staff will always contact parents/carers to discuss any urgent issues between planned meetings.

All pupils have an Individual Learning Plan which is shared with parents/carers every half term.

**5. What support will there be for my child’s/young person’s overall wellbeing?**

WSAPC offers a wide variety of pastoral care to support the wellbeing of all pupils. Members of staff are readily available for pupils who wish to discuss issues and concerns.

If a pupil has a medical need, then a detailed Health Care Plan is completed in consultation with parents/carers and advice from the school nurse is sought if required. This is shared with all staff who are involved with the pupil. As part of this process, any specific training required to support the individual medical needs will be identified and whole-College training needs will be reviewed periodically. In order for WSAPC to do this we ask parent/carers to keep us up to date with pupils’ current medical needs. Where necessary, and in agreement with parents/carers, medicines are administered by WSAPC staff, who have undertaken appropriate training.

All units have first aid trained staff.

We recognise that pupils’ behaviour, attendance and ability to learn, whatever their special educational needs, will be positively influenced by effective management of the learning environment, including the development of a welcoming and encouraging school ethos with a culture of high expectations. We have in place a transparent Code of Conduct and clear curricular, behaviour management and pastoral arrangements.

Heads of Centres and staff teams support pupils to manage their behaviour and attendance. This is achieved through a system of rewards and sanctions which are made meaningful to individuals and groups of pupils. These are made explicit to parents/carers, and which may be personalised and adapted at intervals, taking into account student voice. By managing the learning environment within centres in such a way, we believe that the impact of the pupils’ individual learning difficulties may be lessened. This, in turn, will raise attendance and reduce incidences of fixed-term exclusions for extreme behaviour.

Centre staff will liaise closely with parents/carers, on a daily basis if necessary, when any pupil’s attendance and/or behaviour are giving serious cause for concern. On occasions, it may be appropriate for staff to visit families at home, by arrangement, or to call an urgent meeting at the centre, to discuss strategies for improvement.

All staff are appropriately trained (Team Teach) to develop skills in de-escalation and avoiding conflict. WSAPC uses Restorative Justice principles.

Each centre has a School Council where pupils can voice their views.

**6. What specialist services and expertise are available at or accessed by the College?**

WSAPC has two SENCOs (based north and south).

WSAPC has recently appointed a Teaching and Learning Co-ordinator. One key function of the role is to take the lead in determining the priorities for spending on curriculum resources and Pupil Premium funding to promote progress for pupils across the College.

WSAPC benefits from staff experienced in providing education within an alternative provision setting. WSAPC has a commitment to ensuring that staff have the training they need to provide education within an AP setting.

WSAPC can access support from the West Sussex Special Needs and Disability Hub Alliances. They can also access a wide range of specialist services such as Early Help, Social Care Services, Think Family, Education Psychology Service (EPS). Police Community Support Officers (PCSOs), Education Welfare Service (EWS), Careers Advisors, School Nurse, Child and Adolescent Mental Health Service (CAMHS), Child Development Centre (CDC), Speech and Language Team (SALT), Occupational Therapy (OT), Learning and Behaviour Advisory Team (LBAT), Social Communication Team (SOC COM), Sensory Support,

**7. What training are the staff supporting children and young people with SEND had or are having?**

* All staff are ‘Team Teach’ trained (positive handling course)
* All staff have regular training in Safeguarding, Child Sexual Exploitation and Radicalisation
* The required numbers of staff are first aid trained to appropriate levels

WSAPC has a commitment to ensuring that staff have the training to provide appropriate education within the AP setting. The SENCO will support staff in planning for pupils with SEND and these training needs are often tailored to individual pupils.

There is a Continuous Professional Development (CPD) programme in place according to the needs of each centre. This has included training to support recognition via the Autism Aware Award, the Dyslexia Friendly School Award, and Communication Friendly Classrooms. Restorative Justice training is also available as part of the programme.

**8. How will my child/young person be included in activities outside the classroom including school trips?**

WSAPC aims to include all pupils in all activities. All pupils are risk assessed for activities outside the classroom and appropriate arrangements made to ensure no one’s health and safety is compromised.

**9. How accessible is the College environment?**

Unfortunately, many of the buildings occupied by WSAPC are old and not fully accessible. We advise visitors with disabilities, who may require special access arrangements, to contact us in advance of their visit to discuss their needs.

WSAPC tries it upmost to communicate with parents/carers whose first language is not English. Translators are sought as required.

WSAPC will seek to work with the Local Authority to source specialist equipment and advice.

**10. How** **will the college prepare and support my child/ young person to join the College, transfer to a new setting/ school/ College or the next stage of education and life?**

Many strategies are in place to support transition. Where appropriate, pupils are supported by WSAPC staff during an induction period to the new placement.

The new setting will be contacted to ensure that staff there are aware of any special arrangements or support needed. Records are passed on as soon as possible and additional visits may be arranged where needed.

1. **How are the College’s resources allocated and matched to children’s/young people’s special educational needs?**

The SEN budget is allocated each financial year. The Senior Leadership Team, taking advice from Heads of Centres, SENCOs and other professionals, identifies the areas of priority for directed funding in order to respond to the needs of individuals and groups within available resources. Additional support for individual pupils will be considered, as required, throughout the year. Pupil Premium funding is used to support pupils’ learning and wellbeing in order to maximise the progress of vulnerable groups.

1. **How is the decision made about what type and how much support my child/young person will receive?**

WSAPC staff use their professional judgement and support is assigned according to specific special educational needs and disability. Parents are invited to discuss the needs of their child and inform decisions made. The wishes and feelings of the pupil will also be considered. Guidance could also be sought from other professionals. This will be part of an on-going monitoring process.

Outcomes for pupils in terms of data on achievement and attainment will be monitored closely to ensure that support for individuals and groups has had positive impact and provided value for money.

1. **How are parents involved in the College? How can I be involved?**

Parents/carers are invited to stand for election as parent representatives on the Governing Body.

Parents/carers are encouraged to be active in discussing their child and can request a meeting at any time. They are also invited to regular consultation meetings.

Parents/carers are welcomed to be involved in the life of WSAPC.

1. **Who can I contact for further information?**

If your child/young person is already on the WSAPC roll, please contact the Head of the centre which s/he attends in the first instance if you wish to discuss any issues. You will find up-to-date contact details and/or advice in the following places:

College website: www.apcollege.co.uk

Head of Centre: contact details available via College website

SENCO (north): stichband@wsgfl.org.uk

SENCO (south): lhook@wsgfl.org.uk

Local Authority website: [www.westsussex.gov.uk](http://www.westsussex.gov.uk)

As part of the induction process for new pupils, parents and carers will be given a comprehensive pack of information which will also contain contacts and further details of how to find out more about, and get involved in, your child’s education at WSAPC.

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