

SEND Information Report – West Sussex APC

Regulation	Question	School response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do pupils have in your school?</i>	<p>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.</p> <p>Mission Statement:</p> <p><i>“The APC aims to provide a caring and positive environment where all are valued and supported through a personalised curriculum which challenges and inspires individuals to achieve their potential.”</i></p> <p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2015).</p> <p>Most students attending WSAPC have a primary need of Social, Emotional and Mental Health (SEMH) needs as defined in the SEND Code of Practice 2015.</p>

		Many of our students might have experienced trauma during their lives and require specialist support and provision to help them engage effectively and productively with their education.
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs.	<i>How do you know if a pupil needs extra help?</i>	On entry, all pupils' current levels of attainment are assessed to ensure that they can build upon the learning and experience already established. These baselines are selected to ensure that WSAPC can engage quickly with providing the correct provision to meet individual need. Previous school data will be requested. This will include copies of 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.
3. Information about school policies a. How the school evaluates the effectiveness of its provision for such pupils	<i>How will I know that my child is making progress?</i> <i>How do you evaluate provision?</i>	There are half termly monitoring and data tracking procedures: <ul style="list-style-type: none"> • 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 Staff at APC are in regular contact with home, usually by telephone, these offer opportunities to discuss small stage progress and evaluate provision against engagement.
3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<i>How do you check and review the progress of my child and how will I be involved?</i>	All pupils have an SEND Support Plan written within a month of admission. These are reviewed 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-ordinator (SENDCO) or their assistants (2 x Assistant SENDCO). In addition, there are regular parent review days which parents/ carers and pupils are invited to attend.

		School reports are provided for all pupils three times per year. These included subject teacher feedback and a tutor comment on progress/engagement and curriculum
3c. The school's approach to teaching pupils with special educational needs	<i>How do teachers help pupils with SEND?</i>	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. It is recognised that pupil's educational needs are on a continuum and may change over time. A whole school approach will be taken with all teachers being considered as teachers of pupils with special educational needs. A continuous cycle of assess, plan, do, review, taking account of a wide range of abilities, will be central to the work of every class.
3d. How the school adapts the curriculum and learning environment for pupils with special educational needs	<i>How will the curriculum be matched to my child's needs?</i> <i>How accessible is the school environment?</i>	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. 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. Parents/carers of pupils with disabilities that might affect their access to the school site are able to discuss their concerns during the admission meeting when the student joins APC. WSAPC tries its utmost to communicate with parents/carers whose first language is not English. Translators are sought as required.
3e. Additional support for learning that is available to pupils with special educational needs	<i>Is there additional support available to help pupils with SEND with their learning?</i> <i>How are the school's resources allocated and matched to children's special educational needs?</i> <i>How is the decision made about how much/what support my child will receive?</i>	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. The SEND budget is allocated each financial year. The Leadership Team, taking advice from Heads of School, SENDCO and other professionals, identifies the areas of priority for directed funding to respond to the needs

		<p>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 to maximise the progress of this vulnerable group.</p> <p>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 to ensure an equality of access to learning.</p>
3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs	<p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></p> <p><i>How can my child and I find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>Activities are planned to 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.</p> <p>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. All WSAPC centres offer a breakfast opportunity to all pupils who attend school in the mornings.</p> <p>WSAPC offers a wide range of possible enrichment and outdoor education opportunities to all pupils. This changes depending on the season and what is available in the local area for each centre. School minibuses are used to access certain offsite activities during the year.</p>
3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs	<p><i>What support will there be for my child's overall well-being?</i></p>	<p>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. Each centre has 2 key members of staff to support and emotional and mental health wellbeing: Intervention HLTA (Delivering Emotional Literacy Sessions (ELSA) – both group and 1 to 1. Zones of Regulations) and a Pastoral HLTA – with Emotional School Based Avoidance (EBSA) training, Mental Health First Aid and Trauma Informed Practice Lead)</p>

		<p>All students have an opportunity to access to a school counsellor – this service is provided by <i>external</i> therapists.</p> <p>Every student is assigned to a tutor group and has tutor as their primary contact. Tutor times takes place twice every day.</p> <p>WSACP believes passionately about the use of rewards and incentives for positive choices. Rewards for lesson and activity engagement, termly prize draws, attendance rewards are embedded in every centre.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEN co-ordinator</p>	<p><i>Who should I contact if I want to find out more about how supports pupils with SEND?</i></p> <p><i>What should I do if I think my child may have a special educational need or disability?</i></p>	<p>College website: www.apcollege.co.uk</p> <p>Heads of School: contact details available via College website</p> <p>Parents / carers are acknowledged as partners in their child's education and as such their views and ideas will be valued. They are always welcome and encouraged to take an active role in their child's education.</p> <p>Parents / carers will be kept fully informed of the Special Educational Needs of their child.</p> <p>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.</p> <p>Co-production is encouraged, and we welcome parents to come and discuss their concerns with APC.</p>
<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>All staff are appropriately trained (Team Teach) to develop skills in de-escalation and avoiding conflict. WSAPC uses Restorative Justice principles and all staff have received training.</p> <p>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.</p> <p>Where necessary, and in agreement with parents/carers, medicines are administered by WSAPC staff, who have undertaken appropriate training.</p>

		<p>All centres have first aid trained staff. WSAPC has a commitment to ensuring that staff have the training to provide appropriate education within the AP setting. The SENDCO will support staff in planning for pupils with SEND and these training needs are often tailored to individual pupils.</p> <p>There is a Continuous Professional Development (CPD) programme in place according to the needs of each centre. This has included training in a wide range of specialist SEND training/awareness. All staff have a significant training provision for Trauma Informed Practice.</p>
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured	<i>What happens if my child needs specialist equipment or other facilities?</i>	WSAPC will seek to work with the Local Authority to source specialist equipment and advice. This might be from the requirements written within their Education, Health and Care Plan or from specialist assessments as conducted by external professionals.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>All information about progress will be shared at regular review meetings and in reports issued to parents/carers.</p> <p>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.</p> <p>College staff will always contact parents/carers to discuss any urgent issues between planned meetings.</p> <p>All pupils have an SEND Support Plan which is shared with parents/carers at regular intervals.</p>

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education	<i>How will my child be involved in his/her own learning and decisions made about his/her education?</i>	The progress of all pupils attending WSAPC is assessed regularly with them, 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.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school	<i>Who can I contact for further information? Who can I contact if I have a complaint?</i>	Any complaints should initially be addressed to the Head of School for the centre concerned. If concerns cannot be resolved they should be addressed to the Executive Teacher in line with the WSAPC Complaints Policy, which can be found on our website.
10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils	<i>What specialist services and expertise are available at or accessed by the school?</i>	WSAPC can access support from the West Sussex Special Needs and Disability Hub Alliances. They can also work closely with a wide range of specialist services such as Early Help, Social Care Services, Think Family, Education Psychology Service (EPS). Police Community Youth Officers, 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), Autism and Social Communication Team (ASCT), Sensory Support.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in	<i>Who should I contact to find out about support for parents and families of children with SEND?</i>	Local Authority website: www.westsussex.gov.uk

accordance with section 32.		
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living	<i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i>	<p>Many strategies are in place to support transition. Where appropriate, pupils are supported by WSAPC staff during their reintegration period to the new placement/school.</p> <p>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. WSAPC aims for every student to successfully transition to post-16 provision or employment and avoid becoming a NEET (Neither in Education or Employment) WSAPC provides detailed and wide-reaching support to all year 11 pupils as they move on after their summer exams. This can include support in attending interviews, completing applications forms for both college and funding applications.</p> <p>WSAPC ensures that destinations are in regular communication with APC staff during this crucial transition period.</p>
13. Information on where the local authority's local offer is published	<i>Where can I find out about other services that might be available for our family and my child?</i>	<p>College website: www.apcollege.co.uk</p> <p>Heads of School contact details available via College website</p> <p>Local Authority website: www.westsussex.gov.uk</p> <p>West Sussex Local Offer</p>