



## THE ISLAND LEARNING CENTRE

### SEN INFORMATION REPORT

#### **1. SPECIAL EDUCATIONAL NEEDS PROVISION AT THE ISLAND LEARNING CENTRE**

The Island Learning Centre (ILC) is a Pupil referral Unit, catering for KS1 to KS4 students referred by schools on the Isle of Wight. ILC provides education for students aged 5 – 16 years.

- KS1-KS4 pupils who have been permanently excluded from their mainstream school, or who are at risk of permanent exclusion and children with special educational needs awaiting a place at a special school. All permanently excluded students educated at ILC will be offered a programme that may include work experience or college placements.
- KS1-KS4 pupils who are medically unwell or who are emotionally vulnerable with a diagnosis of mental health difficulties.

Our core purpose is to maximise the academic achievement of our pupils while addressing their individual social and emotional needs, often with the additional support of other external agencies.

Education is provided onsite at the Centre, in Satellite Centres, offsite through Home Tuition and through Alternative Provision. Our younger pupils follow the national curriculum as far as possible. KS4 pupils receive a personalised curriculum containing a mix of academic subjects and vocational programmes. We also provide an Outreach service to support Reintegration to Mainstream schools, facilitate Managed Moves between schools and undertake preventative work to reduce Exclusions and Referrals.

To fulfil our legal obligations, we are guided by a number of principles.

- a) All pupils, families and staff are of equal value

We see all pupils, potential pupils, their parents and carers and staff as of equal value:

- Whether or not they are disabled
- Whatever their ethnicity, culture, national origin or national status
- Whatever their gender and gender identity
- Whatever their religious and non-religious affiliation or faith background
- Whatever their sexual orientation
- Whatever their marital status
- Whether they are currently pregnant or have recently given birth
- Whatever their age

## **2. HOW DO WE KNOW IF STUDENTS NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?**

A student will be referred to ILC by Local Schools or local authority. The information shared will include:

- Personal details
- Medical information (if relevant)
- School data

Prior to enrolling students are invited for a visit, with parents/carers and/or with teacher/LSA from the referring school.

They will also complete a series of baseline assessments in advance of enrolling, to enable staff to have a better understanding of the students' individual needs and how best to engage him/her in their learning experience.

All students attending ILC are deemed to have learning needs, which will be addressed in the classroom, and with intervention programmes. The level of need will be indicated by the baseline test results.

These intervention programmes could address:

- Literacy difficulties
- Numeracy difficulties
- Social Skill needs
- Emotional Literacy

In addition, we also work closely with several external agencies, to provide additional, specific support to our students and their parents/carers. These include:

- EPS (Educational Psychology Service)
- Social Services
- YOT (Youth Offending Team)
- School Nurse
- CCAMHS
- ADRC

The SENCO is responsible for:

- The day-to-day operation of the school's SEN policy
- Liaising with and advising class teachers
- Co-ordinating with Senior Management for the provision of pupils with SEN
- Updating and overseeing the records of all pupils with SEN
- Maintaining the SEN register, review action taken and outcomes
- Working with parents of children with SEN
- Liaising with external agencies including the Educational Psychology Service and other support agencies, medical and Social Care and voluntary bodies
- Attending review meeting of SEN pupils and statement pupils where appropriate

A child has special educational needs if he or she has a learning, physical, behavioural, emotional or social disability, which requires any special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age or
- Has a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of local education authority. In addition we identify special educational needs within the context of the usual differentiated curriculum within the school

Children are identified as having SEN if they are not making progress with curriculum that:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning

### **3. HOW WILL I AND THE SCHOOL KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

The school collects data relating to students work every half term. (i.e. 6 times per year) This data shows progress in the subjects, effort and target. This report is sent to parents/carers by post. Each term parents/carers are invited to attend an Academic Progress meeting. This provides a regular opportunity for parents/carers to meet with subject teachers to discuss progress and how parents/carers might further support their young person.

Students who engage with intervention programmes are assessed at the beginning of the programme and at the end, in order to evaluate the impact and effectiveness of the intervention programme.

The Management committee should have regard for the Code of Practice when carrying out duties towards all children with SEN. They should ensure that the teachers are aware of the importance of identifying and providing for those children with SEN.

They should report annually to parents on the success of the school's policy for pupils with SEN to include information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services. A current update of SEN should be reported at each appropriate Management Committee.

Ensure that parents are notified of a decision by the school that SEN provision is being made for their child. They should ensure that pupils with special educational needs are included as far as possible into the activities of the school and with other children.

#### **4. HOW WILL SCHOOL STAFF SUPPORT MY CHILD AND HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

On a termly basis, ILC will send to parents/carers, by post, curriculum summaries for all subjects, detailing what students will be learning over the following term.

Students at ILC have a daily tracker, to evaluate the student's attitude to work their behaviour and how well he/she has attempted to improve any particular aspect of their learning and behaviour. Students meet daily with their tutor, to discuss behaviour, progress and any other issues highlighted throughout the day. Any news of note will be communicated to parents/carers by telephone calls at the end of the day, either from the tutor or the subject teacher.

All students have an ILP (Individual Learning Plan) which is updated every half term. A copy of this will be sent to parents/carers. Students are taught in small classes with no more than six students per class, normally with the additional support of a LSA. All lessons are differentiated appropriate to the needs of the students.

#### **5. HOW IS THE DECISION MADE ABOUT THE TYPE AND MUCH SUPPORT MY CHILD WILL RECEIVE?**

The school has staff trained to work with pupils who are identified as having a social communication difficulty and specific learning difficulties.

The staff liaise with specialist teachers and therapists.

##### *a) Identification, Assessment and Provision*

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Management Committee, the school's Head teacher and all other staff have important responsibilities.

All teachers are teachers of pupils with special educational needs. Teaching such pupils is a whole school responsibility, requiring a whole school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements. However, for pupils with additional special educational needs, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

##### *b) Allocation of Resources*

The SENCO and SLT organise and plan the amount of additional in-class and external specialist support required by pupils. All pupils are at SEN support, some have a statement. The in-class support from LSA's for these pupils is from the delegated SEN budget and funding from the LA. The school also allocates additional resources from its general funding.

c) *The Graduated Approach*

Is the curriculum for the student sufficiently differentiated?

The SEN Code of Practice uses the National Curriculum Handbooks' statutory guidance on developing a more inclusive curriculum as a set of principles for establishing the usual differentiated curriculum. These are based on:

- Setting suitable learning challenges
- Responding to students' diverse learning needs
- Overcoming potential barriers to learning

Is the student making adequate progress within the differentiated curriculum?

- This will be ascertained through consultation with the student, teachers and parents.

Where a student has additional needs e.g. physical, medical, learning, Access Arrangements will be made to enable him/her to take public examinations.

Parents/carers will be contacted when a need to Access Arrangements is identified, and after the application has been submitted in order to inform them of the outcome of the application.

Additional support for learning could be:

- Teaching assistant work in class to support pupils in the classroom
- Children are withdrawn if necessary from their classes to work on a 1:1 or 2:1 basis
- With a specialist teacher or a LSA under their guidance for one or more sessions a week
- Students with statements of SEN at KS3 devote more time to improving basic literacy, numeracy and social skills
- Access arrangements for GCSE examinations are applied for and arranged by the SENCO in liaison with the schools Examination Officer
- Individual Learning Plans are reviewed every half term and parents receive feedback. Parents may request a meeting with any member of school staff to discuss their child's progress or any other issue of concern
- The provision is flexible, relevant to the needs of the child and promotes self-esteem. Withdrawing pupils from a lesson must not jeopardise the child's right to a broad and balanced curriculum.

<p><b>6. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE SCHOOL CLASSROOM INCLUDING SCHOOL TRIPS</b></p>
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During the school day, students are supervised at all times by the teaching staff at ILC. At Breakfast Club, students are offered toast and a range of healthy beverages. All students are offered a free midday meal, including a vegetarian option. At the end of the school day, students are escorted to their transport provider or the school gate. In addition students are included in a wide range of extracurricular/enrichment activities during the academic year.

All students are invited to engage in any extracurricular activities offered at ILC and will be provided with any support necessary to enable them to fully participate.

Individually identified KS3 students may be taught in a Nurture group, which will address the social and emotional needs of the students. All students will be assigned to a tutor group of no more than 6 students. The form tutor will oversee the general well-being of the student and will liaise with parents/carers should there be any concerns over health and well-being. Equally, parents are welcome to contact the form tutor, via the main School office, if they have any concerns or any important information which they feel might impact on the child's behaviour or attitude to learning. For students with specific medical needs, this will be discussed prior to admission, and in consultation with parents/carers and referring school, in order that any additional specific arrangements can be put in place prior to enrolment. For students who require medication, this can be left at Reception, clearly labelled with administration details. ILC has several qualified First aiders.

## **7. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE OR ACCESSED BY THE SCHOOL**

ILC accesses support from a variety of agencies, including: Education Psychology Service, School Improvement Service, Education Welfare Services, Social Care, CCAMHS, Health provision, Speech and Language Service, Physiotherapists and Youth Offending Team.

- Parent/carers of pupils with SEN are encouraged to visit the school and meet staff by arranging 1:1 meeting

## **8. WHAT TRAINING HAVE STAFF SUPPORTING SEND HAD, OR WHAT TRAINING ARE THEY HAVING**

The SENCO's Carrie Drake and Madelaine Reilly have both completed their SENCO training (National award).

- All professional development needs are identified through the schools performance management system and the school improvement plan
- The Headteacher oversees the professional development of all teaching staff and support assistants
- He is supported by the Teachers in Charge by informing staff about LEA, national and regional training courses, seminars and networks that relate to SEN and inclusive educational practice
- Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within school, and also in other schools
- LSAs are encouraged to join in all staff INSET days

- Meetings are held weekly between the Assistant Head of Centre, SENCO and LSAs  
*The Voice of the Child*

It is the intention to listen to and act up the views of the child when considering support and provision. The practice is embedded within teaching as well as at reviews. The school actively encourages the use of augmented communication systems when necessary.

## **9. HOW ACCESSIBLE IS THE SCHOOL BOTH INDOORS AND OUTDOORS?**

- ILC is totally accessible for students in wheelchairs
- Teaching rooms are all accessible
- ILC has a designated disabled parking bay

## **10. HOW ARE PARENTS INVOLVED IN THE SCHOOL? HOW CAN I GET INVOLVED?**

- If your child is ill or has a medical condition, we will do our best to support you and your child to maximise their involvement in education
- Parents/carers can support their child by ensuring regular attendance
- Parents/carers are invited to Academic Review meeting at regular intervals, providing an opportunity to discuss the child's progress and how parents/carers might further support the learning experience

## **11. WHO CAN I CONTACT FOR FURTHER INFORMATION**

- For further information please contact the headteacher – Tom Pegler

**12. HOW WILL SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL, TRANSFER TO A NEW SETTING OR TO THE NEXT STAGE OF EDUCATION AND LIFE?**

- We have an established induction programme which carefully supports students into ILC, with thorough liaison between the feeder school, parents and ILC
- We have designated specialist independent carers advisor to support students with choices and transition in year 10 and 11
- We liaise closely with local colleges and employers
- For some students we offer additional support for transition to post 16 education and employment

**13. WHERE CAN I GET FURTHER INFORMATION ABOUT SERVICES FOR MY CHILD/YOUNG PERSON?**

Additional information can be found via IOW Local Offer. This can be found at:  
[www.iwight.com/localoffer](http://www.iwight.com/localoffer)