



Progression 2 Work Learning Hub

Annual Special Educational Needs Information Report

All schools and alternative provisions are required by law to produce an annual SEN Information Report: Special Educational Needs (Information) Regulations Clause 65. This information report covers the relevant points detailed in the SEND Code of Practice (Section 4.34 -4.36 and 6.79 – 6.83).

All schools and alternative provisions are required by law to make their annual SEN Information Report available on their website.

SEN Information Report

The type of SEND provision that Progression 2 Work Learning Hub caters for is wide ranging.

This will include physical disabilities, learning needs, emotional and social support. Progression 2 Work will always try its best to work with families to support any need, for any learner in the Hub.

Progression 2 Work's Accessibility policy can be viewed on request.

Progression 2 Work's SEND policy can be viewed on request.

A learner identified as having special educational needs will be placed on the SEND Register. An IEP will be devised for all learners. Depending on the type / level of support required, an IBP may be devised.

The IEP is a document which defines what provision is being made to meet an individual's needs and is used to share targets, evaluate performance and to demonstrate to parents, governors, and the local authority that these needs are being met.

Monitoring

Progression 2 Work arranges the additional and different provision required to enable learners to make good progress. This is the key indicator to determine the graduated response. The IEP may suggest alternative strategies, learning programs, modifications to the curriculum and/or extra support for the learner, individually or in small groups.

Clear targets based on entry data are set with a date for review at least 3 times a year. Class teachers make appropriate arrangements for differentiating the curriculum and providing additional support for the learner. Pupils will be recorded on the SEND register and monitored if they are

having extra provision made for them within the class setting. If there is not adequate progress at each review point, the support provided will be reviewed in consultation with parents and the learner.

The class teacher, in conjunction with the SENDCo, will assess the learner's difficulties using a range of assessments and refer the pupil to access extra support and advice from outside agencies where necessary, such as Specialist Teacher Services, Education Psychology & Health Services.

The individual education plan and, if required, individual behaviour plan, must be shared with parents and where appropriate with the pupil to share the targets and the outcomes of the interventions. Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies is particularly important in order that the needs of pupils with SEN are met effectively.

Progression 2 Work's approach to teaching pupils with SEND (including pupils who do and do not have an EHC Plan): initially this is done by adapting the curriculum & learning environment which is guided by Mainstream Core Standards as set out by K.C.C. :

[https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-corestandards-with-additional-support-for-learning:](https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-corestandards-with-additional-support-for-learning)

Progression 2 Work aims to work with different outside agencies such as the N.H.S., the Specialist Teaching Service or any agency appointed by a family to implement more complex support. This may be completed in the classroom, in small groups or with close adult support. This can also be accomplished through physical changes such as furniture adaptation. Also, through activities that are available to pupils with SEND in addition to those available through the curriculum is:

Small group work

Close adult support in the classroom

Body Mirroring

Pre-teaching

Booster groups/sessions

To improve the emotional and social development of pupils with SEND Progression 2 Work will work with Early Help and a counselling service to support those learners who need emotional support.

Progression 2 Work's SLT and staff will work with K.C.C., local N.H.S. services and outside agencies to make reasonable adjustments to the furniture and structure of the school to ensure that it is accessible for all learners. Ramps for access can be put in place for wheelchair users throughout the building, and rails and support aids can be added to allow learners to steady themselves as they move around the building.

Progression 2 Work's arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living are:

Transition meetings are held with the previous Teacher/SENDCo and/or Head teacher from any prospective Secondary School about a learner. If the learner requires further specialised support the SENDCo or Class Teacher will have an individual meeting with the learner's previous or next school.

EHCPs will be reviewed annually through meetings with all stakeholders and relevant outside agencies.

The name and contact details of Progression 2 Work's SEND co-ordinator:

Name: Miss Danielle L Ford

Email: Danielle.ford@progression2work.co.uk

Tel: 07472688713

Progression 2 Work's Complaints policy can be found here:

<http://www.progression2work.co.uk>

Date: Sept 2022 to July 2023

Total SEND Support: 45 = 95.7% of roll

National Average = 12.6% (Source – Gov.uk 2020/21)

Total SEND with EHCP: 9= 19.1% of roll

National Average = 4.0% (Source – Gov.uk 2020/21)

English on or above predicted over all: 100%

English on or above predicted SEND: 100%

English on or above predicted SEND with EHCP: 100%

Maths on or above predicted over all: 100%

Maths on or above predicted SEND: 100%

Maths on or above predicted SEND with EHCP: 100%

Attendance over all: 82%

SEND attendance: 81%

SEND with EHCP attendance: 80 %

If you would like further details, then please contact the Headteacher / SENDCO and we can discuss any matters further.