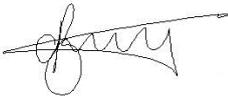
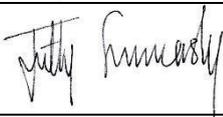


# SEND Information Report



**THE LADDER  
SCHOOL**  
Redefining alternative provision



Date of Creation (first edition)	April 2020
Date for Review	September 2020
Date posted on website	June 2020
Report updates and amendments	See Version Control
Member of staff responsible for the report	Pippa Bennett
Date adopted by the Local Governing Body	June 2020
Signed by Principal	
Signed by Chair of Governing Body	



## Version Control

Version	Author	Date	Changes
0.1			First Draft

## Mission Statement

The Ladder School is a safe, well ordered and caring environment for learning. It delivers high quality education to all its students and supports them to develop their individual potential for growth, self-worth and self-control.

High quality outstanding teaching, and clear and consistent guidance and support facilitates students in succeeding in education. Our broad and balanced academic and vocational curriculum will provide students with access to a broad range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs. Our purpose is to support every student to develop their true potential, make positive contributions to their families and find fulfilment in employment.

## Values

1. Alternative Provision doesn't mean a dumping ground...it's mainstream with the reasonable adjustments to succeed
2. High standards and high expectations are incredibly important and are the corner stones to a successful school
3. The Ladder School should become the go-to place for educators from across the country to see best practice
4. Good simply isn't good enough
5. Learning is about a journey and there is more than one way to get to the destination
6. Qualifications, manners, respect and opportunity should be the foundations for students that need a second chance.

## School Ethos



**High Standards**



**Daring to Dream**



**Traditional Values**



**Success**



**Personalised Support**



High standards – students are pushed to achieve beyond their potential, and staff work to ensure everything that we do is better than people expect.

Daring to Dream – students at The Ladder School may have been in an educational setting where they lacked aspiration to be successful, at The Ladder School we challenge students to reach their potential and go on to further education and employment.

Traditional Values – some things often get forgotten in education, at The Ladder School we pride ourselves on mutual respect, good manners, making a positive contribution, supporting one another and an orderly, litter free environment.

Success – can come in many virtues, at The Ladder School we celebrate the small steps every day and tell students when they are doing well. We ensure that students can have a successful future.

Personalised Support - all students at The Ladder School have a Learning Coach who guides them, sets them bespoke targets and supports them in making social and academic progress.



## What is our 'Information Report'?

Our Information Report is about providing specific information for children and young people with special educational needs and disabilities (SEND) and their parents or carers about what services young people and their families can expect from the school and therefore more choice over what support is right for an individual student.

## SEND at The Ladder School

The Ladder School caters for a variety of SEND students. This includes students with difficulty in literacy and numeracy, social, emotional and mental health difficulties, Adverse Childhood Experiences, physical and sensory disabilities, speech and language difficulties, specific learning difficulties such as dyslexia and dyspraxia, Autism Spectrum Condition and Attention Deficit Hyperactivity Disorder. This highlights the most common needs at The Ladder School but is by no means an exhaustive list.

Children and young people with SEND have different needs and all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our School, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents and the placing school, to make the provision required to meet the SEND of students.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will SEND our governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision

## SEN Identification

- All students are assessed on entry to The Ladder School. Any student that produces results that are a cause for concern will then be looked at on a case by case basis. They may receive further testing to identify a specific condition or a referral may be made to an external specialist to investigate the details of the student further
- Concerns may be raised by parents/carers, external agencies, teachers, the student's previous school or the student themselves, regarding concerns relating to their levels of progress or inclusion in the curriculum.
- School tracking of attainment outcomes may indicate a lack of expected rate of student progress
- Observations of the student indicates that they have additional needs.



## Assessing SEN Students

- Students are tested on entry to The Ladder School in literacy, numeracy and, if deemed, necessary dyslexia and dyscalculia.
- Those with specific barriers to learning are tested more regularly throughout the year to ensure students are making a suitable amount of progress.
- Other students that receive intensive literacy support or other interventions will be tested on entry and exit of the program in addition to their peers.

## School provision for students with SEND

All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. All students who are identified as SEN create a One Page Profile with their Learning Coach. This aids the classroom teacher in understanding the needs of the students, so they can be catered for in a meaningful way, to ensure they make the most amount of progress possible in the classroom. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- Classroom observation by the Senior leadership team, the SENDCo and external verifiers
- Ongoing assessment of progress, attainment and attendance of students with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to student need
- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of students with SEND
- Student and parent feedback on the quality and effectiveness of interventions provided
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum
- All students have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings
- Student attainment is tracked using the whole school tracking system and those falling below expected levels of progress are identified very quickly and are then discussed in progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and then followed up with the student in their weekly keyword sessions
- Additional action to support and increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require a referral for SEND assessment.



## How will I be informed if there is a concern about student progress?

If a student is identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support a student may receive
- discuss with you any referrals to outside professionals to support a student's learning

## Arrangements for consulting parents about their child's special educational needs

- If you have concerns about your child's progress you should speak to your child's Learning Coach initially.
- If you are not satisfied that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo or the Principal.
- Additionally for SEND students termly meetings are held to review progress and develop next steps plans.

If you are still satisfied you can speak to the school's SEND Governor, via the clerk.

## Who at the school has responsibility for SEND students?

**Principal:** Mr C. Bury [chris.bury@ladderschool.org](mailto:chris.bury@ladderschool.org)

### Responsible for:

- the day to day management of all aspects of the school, which includes the support for students with SEND.
- delegating responsibility to the SENDCo, Head of Learning support and class teachers for ensuring that student's needs are met.
- ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

**Associate Assistant Principal (SENDCo):** Mrs P. Bennett [p.bennett@ladderschool.org](mailto:p.bennett@ladderschool.org)

### Responsible for:

- coordinating the support for students with special educational needs or disabilities (SEND) and developing the school's SEND policy to ensure all students get a consistent, high quality response to meeting their needs in the school.
- ensuring that parents are:
  - involved in supporting a student's learning
  - kept informed about the support a student is getting



- involved in reviewing how they are doing
- Deployment of Learning Coaches to ensure effective support for SEND students
- liaising with all the other professionals who may be coming into the school to help support a student's learning e.g. speech and language therapy, educational psychology etc.
- updating the school's SEND register (a system for ensuring all the SEND needs of students in this school are known) and coordinating records of a student's progress and needs.
- providing specialist support for teachers and Learning Coaches in the school so they can help students with SEND in the school achieve the best progress possible.

**Head of Learning Support: Ms J Archer [j.archer@ladderschool.org](mailto:j.archer@ladderschool.org) , Learning Coaches, Assistant Learning Coaches, Teaching staff**

**Responsible for:**

- checking on the progress of a student and identifying, planning and delivering any additional help a student may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- supporting the 'Assessment, Plan, Do, Review' cycle and sharing information to support student progress outcomes.
- ensuring that all staff working with a student in the school are helped to deliver the planned work/programme for that student, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- ensuring that the school's SEND programme is followed in their classroom and for all the students they teach with any SEND

**SEND Governor: David Lomax**

**Responsible for:**

- Ensuring that the necessary support is made for any student who attends the school who has SEND

**Mercian Trust Director of Social Mobility: Conrad Bourne**

- Strategic oversight of SEND across the Trust

**Which other people provide support for SEND students in the school?**

- Clinical Psychologists (Art, Drama, Music Therapy)
- School first aiders



## Our approach to working with SEND students

Our class sizes are smaller than mainstream provision can offer and most classes are supported by both a subject teacher and a Learning Coach.

We ensure that all student have access to effective teacher input via excellent targeted classroom teaching also known as Quality First Teaching

For your child this would mean:

- that the teacher has the highest possible expectations for all students in their class
- that all teaching is based on building on what a student already knows they can do and can understand
- differentiated teaching is in place so that a student is fully involved in learning in class. This may involve things like using more practical learning
- specific strategies (which may be suggested by the SENDCo and specialist learning assistant) are in place to support student learning
- the teacher will have carefully checked on a student's progress and will have decided that the student has gaps in their understanding/learning and needs some extra support to help them make the best possible progress

## The Graduated Response

This process enables professionals working with students with SEND to develop strategies and practices that will enable students to make continued progress and achieve positive outcomes in their learning. The process is known as the Assess, Plan, Do and Review (APDR) cycle, shown below.

### Assess, Plan, Do, Review Cycle

#### Assess

Carry out child observations, hold discussions with key staff and parents/carers to identify and analyse the child's needs. Note the child's strengths and areas for development.

Assessments from outside agencies (Health, Educational Psychology, Social Services) may be required with parental consent.

#### Review

Discuss with others involved about how effective the support has been and the impact on the child in line with the review date.

Check back against observations and planned outcomes.

The next steps should be carefully planned with parents, outside agencies and the child themselves. Think about any other colleagues or specialists that might be able to help before the cycle begins again.

#### Plan

Hold discussions and meetings with parents, colleagues or any specialists who are involved to plan for what support will be put in place.

Make your plan 'outcome focused' - what do you all want the child to improve, develop or achieve? The plan should involve the child and parents at the centre.

Identify the interventions and support required and the expected impact on progress, development and behaviour. Set a clear date for review.

#### Do

Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the SENDCo.

Continue with observations to see how the child responds to the support.



## The Single Category

The SEND code of practice introduced the 'single category' to identify where students are in their learning progress, recognising the different needs they may have rather than putting them into categories of support. A student on the single category will typically be part of specialist support run by outside agencies e.g. speech and language therapy or occupational therapy groups and/or individual support for your child.

## School support

This means the student has been identified by a Teacher as needing some extra specialist support in the school from a professional outside the school. This may be from:

- Walsall Children's Services central services such as SPLD or Sensory Service (for students with a hearing or visual need).
- outside agencies such as the Speech and Language Therapy (SALT) Service.

## For a student this would mean:

- they have been identified by a teacher, with advice from the Learning coach or SENDCo, (or you will have raised your concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- parents/carers will be asked to come to a meeting to discuss student progress and help plan possible ways forward.
- parents/carers may be asked to give permission for the school to refer a student to a specialist professional e.g. a speech and language therapist or educational psychologist. This will help the school and you understand a student's particular needs better and be able to support them better in the school.
- the specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - making changes to the way a student is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - support to set better targets which will include their specific expertise
  - a group run by school staff under the guidance of the outside professional e.g. a social skills group
  - a group or individual work with an outside professional
- the school may suggest that a student needs some agreed individual support in the school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for students with specific barriers to learning that cannot be overcome through precision teaching and intervention groups.



## Specified individual support – Education Health and Care Plan

This will usually be provided for via an Education, Health and Care Plan (EHCP), formerly a statement of special educational needs. This means a student will have been identified by a teacher or teaching assistant, with advice from the SENDCo, as needing a particularly high level of support. Usually a student will also need specialist support in the school from a professional outside the school. This may be from:

- Walsall Children's Services central services such as SPLD or Sensory Service (for students with a hearing or visual need)
- outside agencies such as the Speech and Language Therapy (SALT) Service, the NHS or social care.

### For your child this would mean:

- the school (or you) can request that Walsall Children's Services carry out a statutory assessment of a student's needs. This is a legal process which sets out the type of support that will be provided for a student after the school has sent in the request to Walsall Children's Services (with a lot of information about the student, including some from you), they will decide whether they think a student's needs (as described in the application provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with the student to write a report outlining the student's needs. If they do not think the student needs this, they will ask the school to continue with enhanced support
- After the reports have all been sent to Walsall Children's Services, they will decide if the student's needs are severe, complex and lifelong and that they need more targeted resources. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at school support and also set up a meeting in the school to ensure a plan is in place to ensure your child makes as much progress as possible
- The EHC plan will outline the type of support the student will receive, whose responsibility it will be to deliver that support, the cost of that support, how the support should be used and what strategies must be put in place. It will also have the student's views and opinions fully included
- Additional adults may be used to support the student with whole class learning, run individual programmes or run small groups including your child

This type of support is available for children whose learning needs are:

- severe, complex and lifelong.
- significantly over and above those the school normally offers students.



## How are SEND resources allocated in the school?

- The budget, received from the school education grant, includes resources for supporting children with SEND.
- The Principal decides on the budget for SEND in consultation with the school governors, on the basis of needs in the school.
- The Principal and the governing body discuss all the information they have about SEND in the school, including:
  - the students getting extra support already
  - the students needing extra support
  - the students who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed
  - Reviewing resources/training and support and changes made as needed

In 2019-2020 The Ladder School received a budget of £11,340 below is a breakdown of how the funding has been spent.

Breakdown of Expenditure	£
Literacy and Numeracy support in Lessons	7226.66
Teaching assistant support in lessons	3613.33
Training	£220
Resources	£280
<b>Total</b>	<b>11,340</b>

## Who provides support in the school for improving emotional and social development, including arrangements for Looked After Children?

**The Designated Teacher for CLA** is Mrs P Bennett (Associate Assistant Principal SENDCO/DSL)

All Looked After Students (CLA) have regular Personal Education Plans and Looked After Child meetings held in school. School staff and Social Workers decide on how students Pupil Premium Plus funding is spent to support the educational outcomes of the young person.



## External agency support via:

Agency	Email	Phone Number
CAMHS (Child and Adult mental health services)	Camhswalsall.dwmh@nhs.net	01922 607400
The Beacon (drugs and alcohol misuse service)	<a href="mailto:thebeacon.walsall@cgl.org.uk">thebeacon.walsall@cgl.org.uk</a> .	<u>7976 161749</u>
Walsall Social Services including Multi Agency Safeguarding Hub	MASH@walsall.gov.uk	0300 555 2866
Street Teams	admin@street-teams.org.	01922621208
Turning Point		01922 655418
Virtual School, Speech and language therapy	<a href="mailto:Lorraine.thompson@walsall.gov.uk">Lorraine.thompson@walsall.gov.uk</a>	01922 652816
School Nurse	alison.payne@walsallhealthcare.nhs.uk	
Walsall bereavement service	<a href="mailto:children@wbss.org.uk">children@wbss.org.uk</a>	01922 645035
Base 25	<a href="mailto:enquiries@base25.org">enquiries@base25.org</a>	01902 572 040
Careers Advice	lcosco@aldrigedridge.school.org	
Enterprise Coordinator	Sandra_Boyd@blackcountryconsortium.co.uk	

## Whole school initiatives to prevent bullying:

- Clear anti-bullying policy reviewed annually with input from students and parents.
- Whole school participation in anti-bullying month
- Looked after children have regular monitoring meetings with the SENDCO who attends their Personal Education Plan reviews

## How is the school accessible for students with SEND?

- The Ladder School building has limited accessibility to students with physical disabilities due to the limitations of the building
- We ensure that equipment used is accessible to all students regardless of their needs
- After school provision is accessible to all students including those with SEND
- Extra-curricular activities are accessible for students with SEND



## How does the school support SEND students during transition both within and from the school?

We recognise that transitions can be difficult for a student with SEND and we take steps to ensure that any transition is as smooth as possible.

### When a SEND student is moving to our school:

- We will contact the school SENDCo and arrange a visit to observe a student at work and talk to teachers and additional support about them
- We will arrange opportunities for SEND students to attend the school to familiarise themselves with their new surroundings, meet staff and existing students
- We will ensure that we receive all up to date records, including SEND and Safeguarding
- We will ask the current school to complete a student profile with the student in order for us to prepare for their transition
- We will allocate a Learning Coach to the student

### When moving between key stages in the school:

- All SEND students will have their progress constantly reviewed. Our transition reviews are person centred placing the student at the centre of the decision making process about their key stage 4 programme and the transition to KS5
- Moving into Key Stage 4 from another school is a key focus of our work with SEND students will be *preparation for adulthood*. We will work to develop high aspirations in young people around employability, independent living and participation in the local community. Here we have specifically built programmes that are supported by our Learning Coaches to deliver such outcomes through daily skills lessons

### In Year 11:

- All SEND students will receive targeted support for further education/ employment. School and external careers advisers will work with students to identify their most appropriate career pathway and how their aspirations can be achieved
- Where possible we will arrange for a student to visit their new education or employment setting to support them in making informed choices about their next steps and a successful transition into early adulthood



## How is teaching adapted to meet the needs of SEND students?

- Class teachers plan their lessons according to the specific needs of all groups of children in their class and will ensure that all students' needs are met
- SLT support teachers to plan to ensure the needs of SEND students are met
- Specific resources and strategies will be used to support SEND students individually and in groups
- Planning and teaching will be adapted on a daily basis if needed to meet SEND students learning needs

## How are teachers supported to work with SEND students and what training do they have?

- The role of the SENDCo, Head of Learning Support and Learning Coaches is to support the teaching staff in planning for children with SEND
- The school has a development plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class
- We have a number of staff with expertise in a range of SEND including Dyslexia, Autism, Speech and Language, ADHD, ODD, SEMH, bereavement and counselling. We also have a number of staff use their expertise to deliver ongoing training to staff to develop their working practice with SEND students



## SEND overview for parents and carers

At our school we really want to work in partnership with parents and carers to help us do our very best for the students we support.

### The SEND Team at The Ladder School will do our very best to:

- Ensure that you are informed if your child is newly identified as needing additional help and support with their learning
- Ensure that we are as accessible to parents and carers as possible (although we may not always be immediately available)
- Listen to parents and carers and use your information to help us plan support for your child
- Give parents and carers the opportunity to be aware of what you can do at home with your child to support learning strategies used in the school and help to be consistent
- Try to organise meetings at a time to suit everyone who is coming including parents/carers and agree to carry out the actions of the meeting (or let everyone know why we can't)
- Read any reports about your child sent to the school by professionals or other services, share them with other staff as appropriate and act on them as soon as possible after they are received
- Ensure that your child's identified individual learning needs are met with appropriate support – regardless of whether they have a diagnosis of a particular condition
- Give parents the opportunity to be involved in planning support and in reviewing your child's progress towards the targets in their support plan
- Inform teaching staff and others working with your child (for example lunch staff) of your child's general special needs, any special support that is needed and what works for them
- Work with parents and others involved to carefully plan your child's move into the school (or from the school) according to their individual needs



## **As a parent/carer, it would be helpful if you would keep in touch and:**

- Let the school know if anything has happened that is likely to upset or affect your child in the school
- Ensure that we have your correct contact details
- Tell us if your child's special needs have changed in any way or if you receive a professional report that may help us in planning to meet your child's needs in the school
- Let us know if you have any concerns or worries so that we can sort these out together
- If you want to meet SEND staff, then please if make an appointment in advance, unless it's urgent. This allows us time to gather the necessary information and staff we may need for a meeting to respond fully to any queries you have

## **Arrangements for consulting young people with SEND**

The SEND Code of Practice (2014) provides post-16 students with the right to make sole decisions about their SEND and be consulted about their decisions although they can involve parents or others to support them make decisions.

At The Ladder School young people are supported in making their decisions via person centred planning which take place at each school transition and termly review meetings.

## **How does the governing body ensure SEND students have the correct equipment and provided with the appropriate facilities?**

As part of the SEND student transition programme detailed planning takes place between school, parents, students, young people and external agencies to secure all appropriate resources to enable the student/young person to fully access all areas of the curriculum and school facilities.

## **How we solve disputes and problems**

SEND Mediation and dispute resolution Walsall

At times you may disagree with advice or guidance given to you by your local authority. SEND Mediation is a service to support parents or young people to resolve disagreements with the local authority. Mediation can be used before deciding whether to appeal to the SEND Tribunal about decisions of an assessment or an EHC plan.

The contact details for Walsall's mediation service are;

KIDS West Midlands:

249 Birmingham Road,

Wylde Green,

Sutton Coldfield,

West Midlands B72 1EA

t.0121 355 2707

w. <http://www.kids.org.uk/Event/SEND-mediation-service-walsall>

