



SEND Information Report

Updated 01.09.21

XP caters for SEN that fall within the four broad areas of need; Communication and interaction, Cognition & Learning, Social, Emotional and Mental Health difficulties and sensory and/or physical/ medical.

The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns

SENDCo: Natalie Johnson

Principal: Andy Sprakes

CEO: G ap Harri

SEND Link Director: Darren Dickinson

LA SEN team: SEN@doncaster.gov.uk 01302 737209

Policies for identifying children and young people with SEN and assessing their needs

SEN policy

<http://www.xptrust.org/policies/>

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Parents/carers will be involved at all stages of the education planning process. At review meetings with parents/carers we discuss the student's strengths and weaknesses. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and ensures that parents/carers are clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Parents are expected to have a full involvement in the development of the student through attending Student-led Conferences, Celebrations and Presentations of Learning and Passage Presentations.

Students will be involved in the planning and review stage of the process. The review process will involve a Student-led Conference at which they will present and celebrate their achievements. These take place three times a year.

During Crew, students continually evaluate and review their progress alongside peers and their Crew Leader.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Higher Education

Reasonable adjustments will be made for students to participate fully in school life up to the age of 18. Beyond this school will link up with partners to ensure a smooth transition into further education.

Employment

School life will include links to careers and further employment. At xp students have the chance to interview and interact with specialists from many disciplines as part of their expeditions.

Independent Living and participation in society

As part of a student life XP students will be expected to learn skills that enable them to participate and contribute to society. These skills are embedded into the core of expeditionary learning. Additionally to this students will be encouraged to develop strategies in order for them to develop independently.

Approach to teaching children and young people with SEN and how adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Curriculum

- High quality first teaching
- Differentiated work or tasks/teaching
- Specific intervention in the learning process, FIX+
- Staff training in SEND
- Learning Coaches can provide support in lessons
- Student voice and parent voice to review provision
- Visual aids to support visually impaired or dyslexic students
- Provision of writing frames
- After school clubs/JOLT/support in extended study
- Paired planning of lessons by teachers, learning coaches and some co-teaching
- Peer collaboration/support/evaluation
- Ensure that there is no hidden curriculum to deter students
- Using a range of assessment procedures

Environment

- Regular review of accessibility policies
- Curatorial process for displays will reflect and share an inclusive environment.
- Building is wheelchair accessible with a lift and disabled toilet.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

- We enhance all skills of staff at XP and start with the premise of teachers as learners.
- There is also additional in depth and ongoing training for staff with extra responsibility.
- Regular CPD is delivered to staff on SEND related areas of development on a regular basis. Learning coaches are continually offered opportunities to hone skills, develop new understandings or undertake additional qualifications.
- SENCo has the NASENDCo qualification, NPQSL and is undertaking NPQH in this academic year.

The SENCo attends regular Local Authority meetings to update and revise developments in Special Needs Education and Inclusion. SENDCo works collaboratively with all Trust schools to share best practice and resources in the role as Trust SENDCO.

Evaluating the effectiveness of the provision made for children and young people with SEN

The provision is regularly reviewed by the SEN team and student outcomes inform this process.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

We start the day with Crew so children can reflect and learn in a safe environment. Students are accountable for their own behaviour and are expected to show the character traits of; Courage, Respect, Craftsmanship and Quality, Compassion and Integrity.

The ethos of the school is that we are all crew, not passengers, so all expeditions are designed so that all students can participate and achieve.

All students are encouraged to perform and present to develop confidence and social skills at our public Celebrations and Presentations of Learning.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

The school has an extensive pastoral system and an anti bullying policy. All students are part of crew which is a daily activity for all children which helps to build up five character traits, Compassion, Integrity, Craftsmanship and Quality, Respect and Courage.

School offers ELSA sessions for pupils with ongoing SEMH needs and can also refer on to a counsellor who is based in school on a part time basis.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The school will contact the relevant bodies when required who will work with the school cooperatively on training, one to one support, planning, assessing and target setting for certain students.

Such input may include :

- BOSS
- ASCETS
- Educational psychologists
- Speech & Language
- School Nursing

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

All our statutory policies, including our complaints procedure can be found here:

<http://www.xptrust.org/policies>

The Local Offer is published here:

[XP East / XP Local offer](#)