

Progression 4Work SEND Policy

August 20

Revised August 21/April 22/July 22/July 23/Aug 24/Aug 25

General Statement

Progression4Work believes that every student has an entitlement to develop to his or her full potential. Educational experiences are provided which develop students' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. We recognise a student's right to a broad, balanced, relevant, and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

Legislation: Children and Families Act 2014 / SEND code of practise 0-25 2017 update

Aims

We aim to:

- Help students develop their personalities, skills, and abilities.
- Provide appropriate teaching, which makes learning challenging and enjoyable.
- Provide equality of educational opportunity
- Ensure implementation of government and commissioning school's recommendations.
- Ensure all staff implement the school's SEN policy consistently.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- Ensure all students have access to an appropriately differentiated curriculum.
- Recognise value and celebrate students 'achievements, however small.
- Work in partnership with - parents/carers in supporting their student's education.
- Guide and support all school staff, Directors, and parents in SEN issues.
- To meet the individual needs of the students at our school community irrespective of whether they have physical, sensory, emotional, behavioural, specific, or general learning needs. In particular, to be aware of the standards of achievement of individual students in reaching their educational needs.
- To promote continuity of approach through step-by-step attention to individual needs.
- To provide appropriate resources with the school's budget, both human and material.
- To involve the student in the process of identification, assessment and provision and to ensure that the student is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- To involve parents at an early stage, to develop a home school partnership working together for the benefit of the student.

Basic information about the AP's Special Educational Provision

Our catchment area is primarily the City of Nottingham and Nottingham County

Progression 4Work caters for Key Stage 3 to 4 students who have experienced difficulties or require extra support in their mainstream provision. Many of the students also have additional learning needs including

one or more of the following - autistic spectrum disorder, mental health, ADHD, language and communication, medical needs, a range of syndromes and behavioural, emotional, and social difficulties.

Some students have an Education and Health Care Plan.

The Progression 4Work building is two storeys, and incorporates classrooms, a kitchen, offices, Practical Learning areas (Construction, Hair and Beauty, Catering), and outside space.

Safeguarding

Progression 4Work is committed to safeguarding and promoting the welfare of students and young people and we expect all staff and volunteers to share this commitment. Creating a culture of safety and vigilance for our students is of paramount importance, we aim to:

- create and maintain a safe environment
- manage situations should student welfare concerns arise
- create an atmosphere of trust in which students feel confident to confide any concern
- help young people to understand the difference between acceptable and non - acceptable behaviour
- teach students to stay safe from harm.

The school's provision in relation to curriculum, environment, resources, staffing structure.

Policies and staff development are focused on meeting the individual needs of the students as identified through their EHCP.

Should a student have a period in a wheelchair as a result of an accident or during recuperation after an illness or operation then their mobility needs could be met.

Students are admitted to the school upon the recommendation and request from SEN Department at Nottingham City or County and from direct contact with Progression from commissioning schools.

Funding from the authority reflects the provision designation for the school i.e. cognition and learning, together with capacity designation (currently 16 students fulltime within the Unit excluding Outreach and Work Experience).

There are a minimum of 2 classes and outreach, plus Work Experience provision.

Maximum class size in the Unit is 8 with 1 teacher and at least 1 teaching assistant [depending on the needs of the class/individuals in the class].

The students follow a modified curriculum, including individualised programs.

In KS3/KS4 students take a variety of courses leading to Entry Level Awards, BTECs and GCSEs.

In KS3/KS4, students take part in the Success Beyond School programme, which aims to involve them in activities and lessons that will develop important life skills, such as how to be safe in the online world, cooking meals and other domestic tasks and understanding basic finances (opening and using bank accounts, paying bills etc.) It also aims to develop an appropriate level of independence.

We work closely with the Community Policing, Social Care, Educational Welfare, Educational Psychology Service, and the Student Health Service. We also have links with several local and national voluntary organisations, which work on behalf of students with special educational needs.

We have staff who are trained in Catch-up Literacy / Maths. Staff are also trained in dealing with medical issues such as prescribed medication, asthma, epilepsy and first aid.

Progression 4Work has regular trips into the community, as well as bespoke KS3/KS4 Work Experience placement with a variety of employers, gaining Professional Referencing and possible Post 16 pathways.

Assessment and Review

All students' needs are reviewed, at minimum, on a termly basis. The annual meetings can attend by commissioning school, parents, class teacher, and student (where appropriate). Other professionals will be invited to the reviews on request of either the school or parents if it is felt necessary. The focus of the reviews is to discuss student progress, appropriateness and accuracy of any statement or provision and the appropriateness of current provision. These meetings are often called and hosted by the commissioning school.

Student progress is assessed against age related targets. Assessment data is captured every half term and interventions planned accordingly.

Progress relating to individual students' main barriers to learning are also monitored and tracked through Individual Educational Plans (IEPs) which are reviewed and assessed on a termly basis and are linked to the objectives on students EHCPs.

Some students may have need of an Individual Behaviour Plan, which is reviewed on a termly basis.

Students also write their own IEP once a term.

Curriculum Entitlement

The KS3/KS4 students are provided with an appropriate and dynamic educational programme. The rationale driving the Progression 4Work School curriculum is one of learning opportunities, which provide the foundation for our students to become lifelong learners who will be active members in their community. The core of the curriculum is an emphasis on basic skills, the foundation subjects providing breadth of experience and a vehicle for the delivery of essential skills. We also work with commissioning schools on their directed KS4 GCSE curriculum.

The curriculum is delivered through the examination board used by commissioning schools and the National Curriculum.

Inclusion

We strive to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all students and systems of early identification of barriers to learning and participation.

Inclusion opportunities are available in a variety of ways for groups of students from trips out, enrichment activities, work experience etc.

Procedures for concerns

If parents have concerns regarding the provision made to meet their student's special needs, they are encouraged in the first instance to discuss the issue with the commissioning school, class teacher or the Head of Progression 4Work. If they do not feel satisfied with the outcome, they may take advantage of the complaint's procedure.

Parents / carers are informed about the Parent Partnership Service so that they can obtain support, advice, and information if they wish

Staffing policies and partnership with external agencies

Professional development for staff:

The organisation has a Staff Development Policy which ensures that the needs of the school, as well as individual professional needs are met. The long-term well-being of the students is of paramount concern.

Partnership with parents:

Progression 4Work strives to nurture relationships with parents/carers by frequent and appropriate communication. The Head of Progression 4Work acts as our family liaison worker. They make home visits to act as mentors ensuring good dialogue and a common understanding of the values of Progression 4Work. Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the student both in school and at home.

Responsibilities of the Directors

To be SEND Links

To check that the school is complying with its legal responsibilities

To ask the Head of Progression 4Work to report on the steps being taken to ensure compliance

Monitoring and Evaluation of the Special Needs Policy

Reference SEND code of Practise 2014

Children and Families Act 2014

This policy will be reviewed in Aug 2026