



# **Ealing Alternative Provision (EAP)**

## **SEN POLICY**

**2024-2025**

### **Aims**

**The SEN policy and information report aims to:**

- Set out how Ealing Alternative Provision (EAP) will support and educate those pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

As a registered school EAP is set up to provide

*'Provision that is additional to or different from that made generally for mainstream pupils'* and therefore all pupils are regarded as having Special Educational Needs whilst on roll and are K unless they have an EHCP.

- EAP provides a flexible, differentiated curriculum for pupils at KS3 and KS4 pupils who are educated outside of the mainstream system
- All pupils will be provided with targeted, personal interventions and support matched to their level of need
- EAP aims to secure positive outcomes and progression for each pupil, so that they *achieve their best, become confident individuals leading fulfilling lives and make a successful transition into adulthood.*

## 2. Legislation and guidance

This policy and information report is based on the statutory

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them such as a placement at EAP.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is education or training provision that is additional to, or different from that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO will:**

- Work with the Head teacher, the Senior Leadership Team (SLT) and the Management Committee (MC) to determine the strategic development of the Special Educational Needs and Disability (SEN) policy in Ealing Alternative Provision (EAP)
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support all pupils on roll at EAP, including those who have Education Health and Care Plans (EHCPs)
- Provide professional guidance to colleagues, and work with parents, staff, and other agencies to ensure that pupils on roll at EAP receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively
- Be an additional point of contact for external agencies, the local authority and its support services
- Contribute to the discussions and outcomes of the weekly EAP Placement Panel to ensure that EAP meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Liaise with staff to keep the records of all pupils with SEN up to date and ensure that SEN documents have been scanned and placed in the pupils' electronic folders
- Ensure that the individual needs of each pupil arriving at EAP are known to all staff in order to ensure a smooth transition on-site through liaison with those staff responsible for initial Assessment.

### **4.2 The Head teacher**

The Head teacher will:

- Work with the SENCO, SLT and the Management Committee to determine the strategic development of the SEN policy and provision in EAP
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

### **4.3 Class teachers**

Each class teacher is responsible for:

- Delivering a differentiated curriculum to small groups or individuals on a one: one basis
- Monitoring the individual progress and development of every pupil
- Working closely with any Mentor, specialist support staff or other professionals to plan and assess the impact of support and interventions and how they can be linked to classroom based or off-site teaching

- Reviewing with the SENCO each pupil's progress and development according to individual outcomes, to inform any changes to provision that might be necessary
  - Ensuring they follow this SEN policy in their role at EAP.



## 5.1 Identifying pupils with SEN and assessing their needs

All pupils referred to EAP have a high level of need and are discussed before they come on roll at the weekly Placement Panel meeting.

**For Guidance for staff /external professionals making referrals to EAP for a medical needs or SEN placement – Please referred to our EAP Inclusion Gateway offer on our website.**

### How are children's needs identified whilst they are at EAP?

#### By Pupils talking to staff:

- Initial assessment on entry to EAP
- Weekly whole staff student discussion forum
- Access to a range of adult support through relationships based on trust
- Tutor periods
- Circle Time
- Access to our therapeutic offer
- Feedback between subject teachers, mentors and pupils
- School counsellor sessions with confidential feedback
- Connexions sessions
- Regular review meetings with pupil, parent and carers
- A 'Preparation for post 16' support programme
- Transition programmes for reintegration to a mainstream High School/other provision.

#### By a Parent(s)/Carer(s):

- Initial interview
- Induction interview
- Regular parent meetings
- Contact with the SENCo
- Formally contacting the key staff who work with their child including the Tutor.

In addition to the above:

- EAP has an 'Open Door' policy therefore parents/carers are able to contact us at any time during school hours if a member of staff is available
- Informal talks may take place with the teacher/support staff
- By attending termly interactive sessions e.g. Coffee mornings, themed workshops as and when available.

#### Through Teacher assessments

All pupils' progress and achievement is assessed through the following:

- By teachers setting high expectations through their teaching and assessing the results
- Assessment of academic achievement and progress linked with National targets, collated for each pupil half-termly
- Pupils achieving their individual academic and SEN targets
- Doddle 'rag (red/amber/green) ratings'
- Collectively discussing a child's progress at the Student Discussion Forum (SDF) as this will inform the Individual Support Plan (ISP).

### **Other information that may be used to identify pupil needs**

Alternative sources of information are used to ensure that pupils are making good progress and to identify if/when they need additional support in the classroom and in unstructured time.

To facilitate this, the staff complete daily/weekly:

- Learning logs on-line
- Behaviour logs on SIMS
- Pupil tracking (meetings and emails)
- Reintegration records
- Safeguarding records.

### **During a review of progress against SEN desired outcomes**

These happen every term in meetings with parent(s), carer(s), children and teachers and they can also happen as and when a need arises.

### **5.2 Consulting and involving pupils and parents/carers**

Before any child moves to our provision we try and find out as much about them as possible to help them settle in quickly. (Please see section on identification of needs before coming to EAP.)

Once staff know the pupils SEN need they will meet with parents to decide on the desired outcomes that are being worked towards. This will be discussed at the EAP Transition meeting and each child will complete the Transition programme which will enable EAP to draw up an Individual Support (ISP) plan to meet the child's needs. The details of this plan will be shared with parents/carers.

If appropriate a brief profile can be written up and distributed, to communicate to all staff exactly how to help the child and explain what they are working on and what their behavioural needs are.

EAP will have an early discussion with the pupil and their parents/carer when identifying whether they need additional special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- EAP takes into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

EAP will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.3 Assessing and reviewing pupils' progress towards outcomes**

EAP follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The pupil's previous placement, records of progress, attainment and behaviour
- The teacher's assessment and experience of the pupil
- Other assessments from different areas of the curriculum
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant.

The assessments will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs through

- The paperwork from the placement panel meeting
- Initial pen portraits of the individual
- The on-site assessment paperwork
- Access to the paper files
- Copies of Educational Psychologist/Clinical Psychologist/CAMHs Assessments
- The SDFs
- ISPs
- Support provided
- Teaching strategies or approaches that are required.

The teachers and the SENCO will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.4 Supporting pupils moving between phases and preparing for adulthood**

EAP will share information with the school, college, or other setting the pupil is moving to by using some or all of the following:

- EAP's reintegration documentation

- Pru to Pru referral
- London Borough of Ealing EHCP transfer review documents.

**EAP will agree with parents and pupils which information will be shared as part of this process.**

### **5.5 The approach to teaching pupils with SEN** EAP

is a specialist learning environment:

- Teachers plan lessons according to the specific educational needs of individuals and will ensure that your child's needs are met
- Specifically identified resources and strategies are used to support a pupil individually and in small groups
- Planning and teaching will be adapted on a daily basis as the need arises
- Interventions will be decided to support learning
- Interventions will be shared at the SDF and an ISP compiled.

### **5.6 Adaptations to the curriculum and learning environment**

EAP makes the following adaptations to ensure all pupils' needs are met:

- Differentiating the timetables
- Differentiating the curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting resources and staffing
- Using recommended aids, such as laptops, reader pens, coloured overlays, visual timetables, larger font, etc.
- Adaptive teaching, e.g. giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

In addition:

- Mentors support individuals who are ready to be reintegrated into High School or another provision
- Pupils are withdrawn 1:1 or in a small group , for intensive interventions in literacy and numeracy
- Pupils are withdrawn 1:1 or in a small group , for intensive therapeutic interventions to include: Art therapy; Mediation and mindfulness, Let It Grow, Bike Maintenance
- Current support staff draw upon a range of experience which includes training in teaching/ managing/ coordinating/ education welfare and attendance

EAP works with external, agencies to provide support for pupils with SEN including the following:

- Child and Adolescent Mental Health Service (CAMHS)

- Social Care (SC)
- Looked After Children (LAC)
- Educational Psychologists Service (EPS) □ Speech and Language Teaching (SALT) □ Occupational Therapy (OT).

### **5.7 Expertise and training of staff**

The whole staff cohort have had training in Child Protection Refresher 2023; Keeping Children Safe in Education 2023, Part 1; Positive Behaviour Management, Understanding and Supporting Behaviour Needs in School; Structures and Routines; Understanding Anaphylaxis,

Accelerated Reader, Emotional Coaching, Drugs Awareness, the revision of Whole School policies and Special Educational Needs in the Classroom.

Individuals have been trained in Emotional Coaching, Developmental Trauma, Mental Health, Google Classroom, Exam Access Arrangements and the Introduction to SENCOs course.

We use specialist staff for Counselling, mentoring, crime interventions, drugs counselling, literacy and numeracy, therapeutic interventions, behaviour interventions, assessments, careers, post 16 provisions, work experience.

### **5.8 Securing equipment and facilities**

The Head teacher allocates a budget for facilities, equipment, resources and training.

### **5.9 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their outcomes from the ISP each term
- Reviewing the impact of interventions after one term or as and when the need arises e.g. emergency review
- Feedback from pupils
- Monitoring by the SENCO
- Monitoring by the Deputy Head and Assistant Head
- Initiating and using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Termly progress meetings
- Informal meetings with parents/carers e.g. Coffee morning
- Written feedback from parents/carers/visitors
- Initiating feedback from parents/carers after each review.

## **5.10 Enabling pupils with SEN to engage in activities**

All of the extra-curricular activities and school visits are available to all EAP pupils, depending on a risk assessment.

Pupils are encouraged to achieve the behaviour, progress and achievement criteria necessary for them to participate in day trips e.g. Universities, end of term rewards.

All pupils are encouraged to take part in enrichment activities/sports / special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. However Safeguarding and Health and Safety are paramount and risk assessments are a priority.

Where necessary, if a pupil refuses to follow medical advice, EAP will work with the parents/carers to ensure the pupil is safe and able to access the provision and any subsequent trips and visits.

## **5.11 Support for improving emotional and social development**

**We provide support for pupils to improve their emotional and social development in the following ways:**

- Pastoral Coordinator
- Mentors, LSA and Key Workers
- Regular and consistent monitoring
- Counselling
- Home visits
- Referral to outside agencies
- Referral to APST
- Restorative Justice practice
- Emotion coaching methods.

EAP has a zero tolerance approach to bullying

## **5.12 Working with other agencies**

1. Parent/carer, might choose to visit the family GP to ask for advice about concerns regarding a child's issues, behaviour and SEN and request that a referral be made to a service
2. Staff in a child's previous school/provision might have asked permission to refer a child to an agency because of concerns regarding SEN and/or SEMH and parents should inform EAP
3. The team at EAP might suggest that further investigation for SEMH or a learning need might benefit the child. A referral could lead to the possibility of more support but would need permission to go ahead.

The following information mentions a few of the agencies and services EAP work with:

### **Child and Adolescent Mental Health Service (CAMHS) -**

Mental health issues, Emotional, behavioural, relationship, psychiatric, Autistic spectrum, Attention deficit hyperactive disorder (ADHD), Obsessive compulsive disorder (OCD), tic disorders, eating disorders, self-harm, Psychosis, depression, anxiety, mood and conduct disorders, post-traumatic stress Severe emotional difficulties or developmental delay Chronic illnesses associated with psychological and psychiatric morbidity (diabetes mellitus, HIV, asthma etcetera).

### **Ealing children's integrated response service (ECIRS) –**

ECRIS works in–

Individual mental health assessment and formulation, Individual therapeutic work, Behaviour management advice and support to parents, Cognitive behavioural interventions for children and families, Group interventions which could be small group or whole class interventions and may centre around issues such as problem solving, skills training, social skills training, or transition to high school, Family interventions, Multi-family groups, for parents and children to attend together in school.

### **Supportive action for families in Ealing (SAFE)**

This service works with children, young people and families with targeted needs that require a professional response beyond that which can be delivered by a single agency or by a school.

### **Educational Psychology Service (EPS)**

EPS has in depth knowledge of the services available to children and families across Ealing and can ensure close partnership working between schools and other local agencies.

Working in partnership with EAP there are three Educational Psychologists who work closely with staff and pupils. They are responsible for consultation and an ongoing programme of staff support and training on-site and responsible for assessing pupils, identifying specific needs and advising on interventions and strategies as and when appropriate.

### **Special Educational Needs Assessment Service (SENAS) -**

SENAS is referred to if the parent/carer and the teaching staff think that a child has a special educational need and needs support to access the curriculum and to make progress. A referral involves a current assessment by an Educational Psychologist, an Ealing Referral for Statutory Assessment (ERSA) completed and submitted and an Education, Health and Care Plan requested (EHCP) which will offer support for the pupil until they are 25 years old if required.

## **5.13 Complaints about SEN provision**

Complaints about SEN provision at EAP should be made to:

The head teacher

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that EAP has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **5.14 Contact details of support services for parents of pupils with SEN can be found on Ealing Grid for Learning website**

#### **5.15 The local authority local offer**

EAP contribution to the local offer is published on the EAP website:  
[www.ealingalternativeprovision.org.uk](http://www.ealingalternativeprovision.org.uk)

The local authority's local offer is published on Ealing Grid for Learning.


### **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENCO and Head teacher on an annual basis. It will also be updated if any changes to the information are made during the year.

It will be approved by the SLT and the Management Committee.

### **7. Links with other policies and documents**

This policy links to policies on:

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions  Safeguarding.