



SEN Information Report

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Our Safe Opportunities' approach to supporting students with SEND

Safe Opportunities believes that all students are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into employment.

Safe Opportunities has implemented a SEND policy that outlines how Safe Opportunities will meet its duties, obligations, and principal equality values in providing an appropriate high-quality education for students with SEND. Through successful implementation of this policy, Safe Opportunities aims to eliminate discrimination and promote equal opportunities.

Once a student has been identified with SEND, Safe Opportunities employs a graduated approach to meeting the student's needs. This will be through the adoption of a four-part cycle – assess, plan, do, review – whereby earlier decisions and actions are revisited, refined, and revised with a growing understanding of the student's needs and of what supports the pupil in making good progress and securing good outcomes.

Catering for different kinds of SEND

All SEND requirements are identified within student's individual EHCP's and provisions are made accordingly.

Cognition and learning

Students with learning difficulties may require support with learning and in the work place. Safe Opportunities offers both one-to-one and small group learning support where appropriate.

Safe Opportunities understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD).

The Safe Opportunities team will ensure that any provision offered will be suited to the needs of the student. Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Communication and interaction

Students with speech, language, and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

Safe Opportunities recognises that:

- Students with Autism Spectrum Disorder (ASD) can have difficulties with social interaction.

- The needs for every student with SLCN are different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language, or social communication at different times of their lives.

The Management team will work with students, parents, and language and communication experts where necessary to ensure students with SLCN reach their potential.

Social, emotional, and mental health (SEMH)

Students may experience a wide range of SEMH difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive, and disturbing behaviour.

Safe Opportunities recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression, and will implement a SEMH Policy to support students with these difficulties.

Safe Opportunities will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of students with SEND within its Behaviour Policy and doesn't impact on the student's learning.

Sensory and/or physical needs

Impairments that prevent or hinder students from using facilities, such as vision impairment (VI), do not necessarily have SEND. Safe Opportunities will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.

- A student with a disability is covered by the definition of SEND if they require special educational provision.

- Safe Opportunities ensures that all facilities and provision are fully accessible to those with a physical disability or impairment.

- Safe Opportunities will ensure that provisions and resources are available for those with sensory needs.

Key staff and expertise

Name of staff member	Area of expertise	Experience of SEND	Training/Qualifications
Key Skills Teacher	<ul style="list-style-type: none"> - Autism - Dyslexia - Dyspraxia - ADHD 	<ul style="list-style-type: none"> - Worked in an Autistic School as a science Teacher for 2.5 years - Worked as a teacher in a school for EBD for a year - Taught visual and hearing-impaired students - Taught students with dyslexia, dyspraxia and ADHD 	<ul style="list-style-type: none"> - Awareness of Autism in the classroom
Key Skills Teacher	<ul style="list-style-type: none"> - Autism - ADHD - Women and girls with Autism 	<ul style="list-style-type: none"> - 6 years as a Learning Mentor at a 6th form college - 1 year Autism Lead at a College 	<ul style="list-style-type: none"> - SEN Higher Advance L5 - Au autism Awareness level 1 - ADHD understanding and supporting people with ADHD
Key Skills Teacher	<ul style="list-style-type: none"> -Physical and medical disabilities -Literacy and communication - Careers and Vocational learning 	<ul style="list-style-type: none"> - 4 years supporting adults with CP in community and skills development day service -2 years supporting young people to access leisure activities -23 years SEND specialist teaching - HOD (Pathway 3 Lead/head of Sixth Form) 	<ul style="list-style-type: none"> -PGCE English and SEND -CP, MD and other medical conditions e.g. Fragile X, Hurler’s and other genetic conditions -Various SALT led courses (AAC including NOF training, Boardmaker and Clicker) -Various physio-led courses including manual handling

		-Subject lead English/Drama/Careers	-Autism, SPD, Intensive Interaction -Coaching and mentoring - ASDAN/Entry Level/GCSE courses Careers/Gatsby Benchmarks
Administration Co ordinator	- Autism, Dyslexia and Learning Difficulties.	- Personal experience of autism -Helping at various clubs and school activities.	
Student Development Co ordinator		-SEND one to one and group support	
Key Skills Teacher	-Autism awareness.	- 1:1 teaching students with Autism. - Teaching English as a Second language. - TA support with SEN students in a classroom context. -Teaching dance with physical disabilities, adults, and children.	- Autism awareness training
Attendance, Safeguarding and Monitoring Coordinator		- Have previously supported students on work placements with SEND - Have previously supported SEND students with Aim Award - Have delivered exploring work classes	- Autism awareness training - Autism and SEND
Team Manager	- Supporting children with Autism Spectrum Conditions. - Use of visual timetabling and PECS.	- Previous 1:1 learning support assistant for a child with global delay and ASD. - Lead practitioner for supporting speech, language and communication.	- Autism Awareness Training - Neurodiversity training - Currently completing L2 Understanding Autism course.

			- ICAN Early Language Lead Practitioner.
Student Development Co ordinator		- Has supported students with various needs whilst working with Safe Opportunities.	- Neurodiversity Training - Autism Awareness Training
Team Manager		- Working with numerous SEND children in Primary School settings - Sports coaching with several children and adults with SEND - Attended various meetings with SENCOs, Educational Psychologists, parents, and other parties to discuss SEND children's needs and teaching strategies	- SEND training in initial teacher training and within school as part of teacher CPD - Autism Awareness course through CWaC in 2019
Company Director	-Access to work -Access to work plus implementation -Policies and strategy -Supported Internships - Design and implementation of SEN programmes eg Step 16 programme -Employer engagement including SEN -Vocational qualification development	-18 years of experience working with SEN students -Experience of managing provision of students and developing strategies that support and enhance provision	-Attended annual training provided by educational consultant -Teacher training for post 16 provision (SEND elements included)

Securing and deploying expertise

Company Director;

- Ensures overall implementation of SEND policy and legislation is adhered to within the Safe Opportunities.
- Ensure overall provisions for those with SEND are being made within Safe Opportunities.

Team Managers;

- Monitoring staff induction and training with regards to SEND.
- Attending EHCP reviews and ensuring the provisions are put into place within Safe Opportunities.

- Assessment of job coach requirements.
- Ensuring quality of provision.

Key Skills Teachers:

- Ensures the learning environment, scheme of work and resources are adapted to support those with SEND.

Student development Co-ordinator:

- Ensure that the workplace and tasks are adapted for those with SEND, and where needed a Job coach is employed to support the young person.

Admin:

- Ensuring that SEN training records are maintained.
- Staff training is organised.
- PEPS are administrated for SEN cared for young people.
- Maintaining and monitoring the renewal of EHCP

All staff members receive regular training, CPD and updates with regards to SEND and supporting young people with SEND.

Equipment and facilities

The Safe Opportunities training room (located at Scope House) has full accessibility and is adapted to support students with SEND. Additional learning resources are available or adapted to ensure learning is accessible to all e.g., blue paper for those with Dyslexia. Where required, symbol supported text and text-speech support can be made available.

Safe Opportunities is committed to ensure that all equipment and facilities are accessible to all and can be adapted to ensure identified needs within a student's EHCP are met.

Consulting with students and parents

Parents/carers

The Safe Opportunities team keep regular contact with parents/carers of students with SEND via update phone calls or emails. Safe Opportunities staff lead annual EHCP reviews and other relevant meetings e.g., CIN/ PEPs.

Safe Opportunities is committed to working in partnership with all parents/carers in the best interests of the young person and will provide an annual report for students on their progress.

Where a student is receiving SEND support, Safe Opportunities will regularly liaise with parents/carers to set targets and review outcomes and progress. The Key Skills Teachers, supported by the Team Managers, will meet with the parents as needed throughout the year and have regular contact via email and phone calls with parents/carers.

Students

Young people can contribute/join annual EHCP reviews. Safe Opportunities values the voice of young people and encourages staff members to converse with students about any the support they require. Safe Opportunities implements a Parent and Student views policy.

Involving partner organisations

Safe Opportunities has regular contact with other local authority services. Where appropriate, other professionals are included in virtual calls, phone calls, emails, and meetings. Safe Opportunities participates in local authority led meetings, such as CIN or EHCP annual reviews.

Safe Opportunities has links to various local services, organisations and charities that support young people with SEND.

Safe Opportunities works in partnership with 'Grow and Achieve' and 'The Rossendale Trust' to provide job coaches for young people with SEND to provide support in the workplace. Additionally, Safe Opportunities also works with 'Vision Beyond Autism' and other specialist support agencies to support students.

Progressing towards outcomes

Safe Opportunities can provide one to one or small group teaching sessions for young people who may need additional learning support within key skills e.g., Maths and English.

Where higher levels of need are identified, Safe Opportunities will access information from specialised assessments from external agencies and professionals such as VBA and SLC specialists.

Young people all have a designated student development co-ordinator who will ensure the correct provisions are made within the workplace. Co-ordinators monitor and record progress in several ways, such as attendance tracking and weekly reports.

Transition support

Safe Opportunities provides work experience, work related learning and qualifications to prepare young people for future employment. Students can complete functional skills sessions within small groups or one to one with our teaching team. This ensures they have the opportunities to work towards qualifications that help them progress into employment or employment programmes.

Safe Opportunities has implemented a Personal Development programme for students in order to aid with life skills and independence.

Safe Opportunities will:

- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with external services (routes for referral document) , to help young people understand what is available to them outside of Safe Opportunities.
- Engage with FE and apprenticeship providers as necessary to help plan for any transitions.
- Ensure that independent careers guidance is available for students.

Safe Opportunities' Careers Policy details how the Safe Opportunities will fulfil its statutory duties under section 42 of the Education Act 1997 and work with students with SEND to ensure they are prepared for the workplace.

Teaching approach

All students are taught in small groups or one-to-one learning sessions with a Key Skills Teacher. Students work on key skills and study towards completing Open Awards functional skills (Maths and English).

Safe Opportunities also provides work related learning qualifications (AIM awards). Co-ordinators deliver these qualifications within education settings or within the workplace.

Adaptations to education and the learning environment

- Safe Opportunities has a wheelchair accessible training room (located at Scope House).
- The Training room environment is adapted to ensure students can access learning on the computer, in small groups or one to one.
- Students are assessed regularly, and the scheme of work is set based on identified areas of improvement.
- All lesson plans, activities and resources are carefully designed and selected to meet student's needs.
- Sessions can be delivered at satellite locations (such as Space4autism) or virtually to accommodate needs.
- Vocational qualifications are available as a transition phase prior to completing Maths/English.
- Tactile, visual, and adapted resources are available if required.

Inclusivity in activities

Safe Opportunities promotes an inclusive environment and approach. Students are all provided with the same opportunities and adaptations are made to ensure that these opportunities are equal. Students are encouraged to communicate and work together, where relevant, for example, attending employer workshops together and participating in small group work.

Supporting emotional and social development

Safe Opportunities supports the emotional and social development of students with SEND in the following ways;

- All Safe Opportunities staff are trained to a high level of Safeguarding
- All students have a Student Development Co-ordinator who completes attendance and wellbeing checks with the student and their employer.
- Safe Opportunities has a behaviour policy that references anti-bullying strategies and pastoral support available.
- Safe Opportunities has a list of services and organisations that students can be signposted to that can provide further pastoral support.

Online safety

Safe Opportunities recognises the importance of online safety and the risks that students with SEND face online.

Safe Opportunities teaches online safety and continues to teach this within everyday practice (e.g., when students are completing computer-based work tasks, reminding of online safety advice).

Online safety measures are highlighted within the relevant policies such as the Online Safety Policy. Safe Opportunities staff regularly attend safeguarding training and are kept up to date with Safeguarding policies and procedures. Monthly safeguarding updates are sent out to staff. Safe Opportunities is aware of CEOPS and will make referrals if required.

Sexual violence and Harassment

Safe Opportunities recognises the additional risks that students with SEND face in terms of sexual violence and harassment, including between students, and the procedures in place to address these risks.

Sexual violence and harassment measures are highlighted within the Safeguarding policy and the Child-on-child Abuse Policy. Safe Opportunities staff regularly attend safeguarding training and are kept up to date with Safeguarding policies and procedures.

The Management Team will ensure that Safe Opportunities' Child Protection and Safeguarding Policy reflects the fact that there may be additional barriers when identifying sexual violence and harassment.

Safe Opportunities recognises and are aware of the independent enquiry into child sexual abuse.

Evaluating effectiveness

Safe Opportunities recognises the importance of evaluating effective provision for students with SEND. Safe Opportunities does this in the following ways:

- Records student's qualifications achieved and attendance data
- Students have annual EHCP reviews where progress is reviewed, and additional provision is included if required
- Safe Opportunities' 3- year development plan is implemented
- Staff have annual performance management reviews
- Staff have termly supervision meetings with Team Managers
- Safe Opportunities are working towards a 'Quality Improvement Plan'

Handling complaints

Safe Opportunities will publish the Complaints Procedure Policy on the company website.

Following a parent/carer's serious complaint or disagreement about the SEND provision being made for their child, Safe Opportunities will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

Safe Opportunities is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

Local Offer

Safe Opportunities' Management Team will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, Safe Opportunities will work with LAs, parents/carers and students in developing and reviewing the Local Offer. Safe Opportunities will also cooperate with those providing services.
- **Accessible:** Safe Opportunities will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to students' and parents/carers needs, e.g., by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** Safe Opportunities will help to ensure that parents/carers and students understand what support can be expected to be available across education, health, and social care and how to access it. Safe Opportunities will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice, and support, as well as how to make complaints about provision or appeal against decisions.
- **Up to date:** Safe Opportunities will work with the LA to review the Local Offer to ensure that, when parents/carers and students access the Local Offer, the information is up to date.

Safe Opportunities will provide the LA with information about their existing SEND provision and capabilities to support students with SEND to aid in the drafting of the Local Offer, where required.

Named contacts

Name of individual	Email address		Phone number
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