

SEN Information Report

Review Date	September 2024	Next Review by Date	September 2025
Reviewed By	Headteacher		
Approved by Governing Body	November 2024		

Aims

This report demonstrates how we implement the SEND policy at Pathways Education. It sets out our provision for children and young people with special educational needs and/or disabilities (SEN/D) throughout their time with us and explains how we support students and their families to best prepare them for the next stage of their education, training or employment.

Our provision aims to treat all students fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

We are also committed to ensuring staff are trained in equality issues with reference to the [Equality Act 2010](#), including understanding disability issues.

This report is updated annually.

About our school

Pathways Education school is a mixed special school that provides for children and young people with a wide range of special educational needs including those with whose primary needs are ASD and SEMH.

We have up to 14 spaces for young people, aged 9-16, who:

- have an EHCP
- have been out of a formal educational setting or are at risk of NEET

Our vision is to create opportunities for young people to find self-agency and carve pathways. We believe psychological safety stems from connection, trust and wellbeing, which sits at the heart of any relationship you have with yourself and others. By focusing on these through a trauma-informed approach and providing an enabling learning environment we empower young people to build on their resilience, confidence and aspirations to achieve.

What kind of SEN support do we provide?

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

- Communication and Interaction: We utilise a functional communication environment approach. Visual aids, Structured teaching, Voice - assisted technology, Comic Strip Conversations, range of activities following advice from SaLT
- Cognition and Learning: Maths lessons, Literacy-focussed interventions, functional skills programme, Perceptuo-Motor programme, low-threat reading and writing tasks
- Social, Emotional and Mental Health: Equine empowerment, Zones of Regulation, Lego Therapy, Talking Art, range of activities following advice from Psychotherapist
- Sensory and/or Physical Needs: Sensory and movement breaks, fitness sessions with following advice from OT.

How do we work with parents?

Families are a part of our school community. We communicate openly and work closely with our young people and their parents to agree outcomes and how we will all work towards these, and then to review progress. We do this: by termly progress review meetings, Annual Reviews, face-to-face, emails, phone calls, etc. There are also opportunities for parents and children to contribute to our policies. We do this by feedback through our regular contact methods and parent consultation meetings.

How do we work with young people?

Our focus when transitioning young people into our provision is about developing a trusting relationship with school staff, feeling a sense of belonging to the school community and building their resilience. We gather information about the students to establish baselines and gaps in learning. We set high expectations through learning goals and provide highly personalised teaching and learning for our young people to build on their knowledge and skills and work towards appropriate qualifications. Students have opportunities to work in small groups or 121 as needed. They are supported by highly skilled teachers and teaching assistants

Adapting the curriculum

We provide a rich and deep curriculum that is delivered through Core subject teaching, Project-based learning, Qualification routes and Wellbeing sessions based on national guidance.

This consists of our banded approach to student support which includes:

- A Universal Offer (available for all students),
- Targetted support in which identified interventions are run by school staff
- Specialist interventions delivered by other expert professionals.

We provide further adaptation through embedding research-informed practices and SEN specific strategies, implementing them through a graduated approach, such as use of Widgeits, Rosenshine's Principles or Explicit Direct Instruction or PACE.

What expertise can we offer

The SEND provision within our school is coordinated by the Headteacher and Deputy Headteacher.

We are committed to developing the ongoing expertise of our staff in line with their role and responsibilities:

Role	Area of expertise and responsibilities	Workforce Development to support current cohort of students
HT	DSL, Curriculum Development, SDP (Leadership and Management, Quality of Education)	Mental Health First Aider
DHT	DDSL, LAC Lead, First Aider, PE, SDP (Behaviour and Attitude, Personal Development)	Level 6 Careers Lead
HLTA	DDSL, First Aider, Lego Practitioner, Transition Support	Trauma-Informed Practitioner
Teacher	English, Maths, Project	Senior Mental Health Lead
Teacher	PSHE, RSE, Project	Outdoor Curriculum Lead
TA	Small group or 1:1 support	Talking Art Intervention
TA	Small group or 1:1 support	Mental Health First Aider
TA	Small group or 1:1 support	Level 3 Understanding Autism certification
TA	Small group or 1:1 support	Working towards HLTA

We have access to a range of specialist support services, including:

- Speech and Language Therapist
- Occupational Therapist

- Psychotherapist
- Early Help (through LA referral)
- NHS staff to give health advice.

How do we know if our provision is effective

The academic and wellbeing progress of all young people is tracked in a number of ways, including attendance and behaviour data as well as class-based assessments (please see Teaching, Learning and Assessment Policy). We also measure this qualitatively through surveys and conversations with parents and students.

Supporting emotional and social development

Alongside wellbeing sessions implemented through the curriculum. We have a range of additional measures in place:

- Identified Trusted Adults
- Access to a trauma-informed practitioner
- Development of student-friendly policies so that students are aware of risks and how to deal with them.
- 'I want my teacher to know' box
- Student happiness surveys
- Circle of Trust - where everyone gets a seat at the table to say how they feel
- Restorative Conversations

Who to contact

If you are concerned about your young person, please contact the school in the first instance. You can call the school on 01428 777673 or email: office@pathways-ed.org

Complaints

You can find the complaints procedure on our website: www.pathways-ed.org

For parents who require additional independent advice and support, there is a service available within their Local Authorities local offer area. The SENDIASS service can be contacted by phone on or by email:

SENDAdvice@surreycc.gov.uk

info@hampshiresendiass.co.uk

Monitoring

This document will be reviewed annually but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.

Links with Other Policies

- SEND Policy
- Safeguarding & Child Protection Policy

- Teaching, Learning and Assessment Policy
- Behaviour and Relationship Policy
- Anti-bullying Policy
- Accessibility and Equality policy
- Complaints Policy