

SEND Information Report

At Venture Learning we strive to provide the highest standard of tailored support to meet the needs of all of our students; to ensure that all learning opportunities are accessible for all students (including students with SEND); and to improve the life chances of students with SEND by specifically targeting gaps in their learning.

This report has been written to detail the actions we take as part of our daily practice, as well as the additional support we can put in place to address specific needs. Further information about our approach to SEND can be found in our SEND Policy and our Accessibility Plan, both of which are available on our website (www.venturelearning.co.uk).

How does Venture Learning collect information on, and organise support for students within SEND?

When a student is referred to us, their commissioning school or the local authority managing their placement will be asked to complete a referral form. This report will detail any diagnosis that the student has received as well as any additional learning needs that have been identified in their previous school placements.

Before any student begins their placement with us, they will come in for an initial meeting, with parents/carers and a representative from their school or the local authority. This gives all parties, including the young person themselves, a chance to share information about their needs, their strengths and their difficulties. The member of staff from Venture Learning who attends the meeting will record all this information, along with anything from the referral form in a *Student Profile*.

Student profiles are kept for every student and are regularly updated throughout each student's placement as we learn more about them and what works for them. If a young person requires specialist support they may be referred to an external agency. In such cases, Venture Learning will work closely with the external agency to implement their recommendations and provide support of the highest standard.

Student profiles detail a student's individual needs as well as the teaching strategies that work for them and the additional support they need. These profiles are shared with staff so that all staff are aware of each student's needs and can provide the most appropriate support when working with them.

If a student has an EHCP (Education Health Care Plan), this will include specific targets to be met as part of that young person's support package. In these cases, Venture Learning will create a detailed action plan of support that they will share with parents. All staff will be made aware of the plan and it will be monitored and reviewed regularly to ensure that all actions are consistently implemented.

What are the areas of SEND and what support does Venture Learning provide?

- Communication and Interaction (including ASD across the spectrum)
- Cognition and Learning (including dyslexia, dyspraxia and SPLD)
- Social, Emotional and Mental Health (including ADHD)
- Sensory and/or Physical

Communication and Interaction

Every student at Venture Learning receives a level of support as standard that will support their communication and interaction:

- Small group sizes (3-4) giving every student access to direct support from the teacher, engaging group tasks and the opportunity to develop strong working relationships with peers.

- Daily meet and greet with teachers which gives students the opportunity to prepare for the day and get into a calm mindset for learning
- Daily access to 1:1s with mentors to address any worries or concerns students may be having
- Structured social activities in small groups with teacher involvement (such as games, sports and quizzes) to encourage students to get involved and develop positive relationships with peers
- Weekly small group mindfulness sessions with a qualified professional to develop self-awareness, emotional regulation and coping strategies
- Agreed calm down strategies, specific to each student. This may be a designated time out space, or access to resources such as art or games that help a student to calm down.
- Flexible and adaptive teaching to meet the needs of the student (for example, providing short breaks between tasks, or differentiating tasks and allowing students to present their answers in ways that suit them)

Students also have access to additional support when necessary, including:

- An element of 1:1 teaching where group learning has been deemed inappropriate, to allow students to receive direct, targeted support and build confidence before they are reintegrated into group learning
- Personalised timetables including adjusted timings to make the school day more manageable
- 1:1 counselling sessions with a qualified mindfulness coach (these are usually put in place when a student is struggling with a specific issue, to help them to work through it)

Cognition and Learning

Every student at Venture Learning receives a level of support as standard that will support their cognition and learning:

- Highly differentiated curriculum and lessons that use a wide range of activities to extend students' opportunities for motivation, engagement and access to learning
- Use of visual prompts and multimedia to support learning
- Modelling and scaffolding to support writing activities
- Support with reading activities
- Access to ICT to allow students to present and edit their writing more flexibly

Students also have access to additional support when necessary, including:

- Specific equipment such as coloured overlays for reading and writing aids
- Access arrangements organised for exams to offer students to access readers/scribes/extra time where they meet the criteria
- Specific, targeted catch-up intervention sessions

Social, Emotional and Mental Health

Every student at Venture Learning receives a level of support as standard that will support their social, emotional, and mental health:

- Daily meet and greet with teachers which gives students the opportunity to prepare for the day and get into a calm mindset for learning
- Consistent teaching staff to encourage the development of positive working relationships and clear ways of working
- Clear and consistent routines and expectations, with explicit expectations set for working such as number of sentences to write or questions to complete
- Clear reward schemes and feedback to reinforce positive behaviours
- Structured social activities in small groups with teacher involvement (such as games, sports and quizzes) to encourage students to get involved and develop positive relationships with peers
- Weekly small group mindfulness sessions with a qualified professional to develop self-awareness, emotional regulation, and coping strategies
- Restorative conversations to address instances of poor behaviour in a reflective way, to encourage personal growth and improvement

- Regular communication with home to form a cycle of feedback to continually challenge negative behaviours and positively reinforce achievements and improvements

Students also have access to additional support when necessary, including:

- Personalised timetables including adjusted timings to make the school day more manageable
- Specific de-escalation strategies that work for that student detailed in student profiles and followed consistently
- Specific targets and reward schemes set in collaboration with parents and reviewed in termly review meetings

Sensory and/or physical needs

- Best seating arrangements to optimise learning, for example, with direct view of whiteboard or screens
- Rest breaks, to take account of fatigue, built into the day or into any physical activities
- Use of any other specialist equipment as advised by external agencies
- Identified staff provided with training from specialists e.g physiotherapists / sensory teachers
- Use of ICT equipment
- Extra time for completion of tasks
- Reasonable adjustments made to the site environment to support physical and sensory needs e.g specialised seating
- Reasonable adjustments to aid learning e.g. modified language, enlarged resources
- Personalised Evacuation Plan and risk assessments

How does Venture Learning support students with reintegration?

For many of our students, the ultimate aim of their placement is to be reintegrated into mainstream education. This can pose many challenges as they transition back to a larger environment in which they may not have access to the same level of support.

We develop careful plans to ensure our pupils are well prepared for this move. For some students we offer a bespoke programme to help them have a smooth transition, including:

- multiple visits to the mainstream provision (particularly if it is not the same school the student came from)
- gradual reintegration plan (a split placement between mainstream and Venture Learning, gradually increasing the time spent at the mainstream placement until full-time)
- robust and detailed information sharing through meetings and written documentation to ensure that the correct support is in place for the students needs, and increase their chances of success.

What support do we have for you as a parent or carer of a young person with SEND?

Venture Learning staff are available to meet with you to discuss your child's progress or any concerns/worries that you may have.

All information from outside agencies and professionals will be shared with you in person or via written reports.

You will be involved in discussions and meetings reviewing the progress of your child, identifying needs that have emerged or are not being met, and making decisions regarding the level of support that is offered to your child.

If you have concerns about your child's progress or you think that your child's needs are not being met, you should contact Venture Learning and we will address these concerns immediately.