



Our Mission

To transform young lives and build resilient communities through high-quality alternative education

Our Vision

“An empowered generation of employable young people making a positive contribution to society”

Our Core Values

Here at Employability Solutions, we have shared values that guide us as we live, learn, and work together;

“Living Our Values Everyday”



Transformation

“inspiring a culture where transformation is possible”

Inclusion

“creating a community where everyone feels included”

Motivation

“being responsible for instigating a culture of possibility”

Education

“gifting an education that is individual, meaningful, and right for our students”

Signed by Proprietor :	Approved :	Review by :
	Sept 2022	Sept 2023



Section 1

Aims :

- At Employability Solutions our school motto is, 'it's your time' and our education provision is designed to provide a wealth of opportunities for our young people to find their moments to shine.
- We recognise that all young people have unique talents, interests, and strengths. We know they learn in different ways and aim to teach our young people in a way which is most effective for them.
- We find creative approaches to build the employability of every young person, so they can go off into the world of work and be successful.
- We help our young people achieve and succeed through providing a broad and balanced curriculum for all in a safe, stimulating, and caring environment.
- We believe that in education, one size does not fit all, and we provide a responsive, varied curriculum which is practical, physical, and creative.
- We recognise our responsibility to nurture our young people and their individual needs. We strive to meet these needs intellectually, physically, emotionally, and socially and create an inclusive environment for all.

Section 2 – Roles and Responsibilities



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Class tutors:

At Employability Solutions the class tutors must provide for all young people in their class by differentiating work and planning for their individual learning differences. Tutors are responsible and accountable for the progress and development of the young people they teach, including those who access support from teaching assistants or support workers. We ensure that the first step to help all our young people is through providing inclusive quality first teaching.

Management of SEND Within School

At Employability Solutions we work as a team to ensure all young people with SEND have their needs met, our team includes:

SEND Line Manager (Director of Student Services and SLT) Nadia Miller

SEND Lead (SLT) Katie Pritchard

SENDCo (Huddersfield) Suzanne Kidd

Trainee SENDCo (Liverpool) Christine Freeney

Our SEND Team can be contacted:

Merseyside 0151 427 4193

Kirklees 01484 506 307



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info@employabilitysolutions.com

SEND provision is monitored by the Senior Leadership Team. Half termly reports are shared by the SENDCos and SEND Lead and discussed at SLT meetings to monitor the population of SEND at Employability Solutions, its migration and provision.

The responsibility of the SEND team is to:

- Have a day-to-day responsibility for the operation of the SEND policy and provision.
- Be the point of contact for external agencies.
- To support and communicate with parents.
- Ensure the school keeps up to date annual reviews and records of pupils with SEND and that targets are being met and reviewed every half term.
- Work with Senior Leadership Team to determine the strategic development of the SEND policy and provision. Minutes of SEND meetings will be sent over to SLT to discuss any further actions that may be needed.
- Have an overall responsibility for the provision and progress of learners with SEND.
- To support tutors and learning support assistants with interventions, setting targets and documenting progress.



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- SLT have the overall responsibility for SEND, supported by the SEND team to ensure our young people have their needs met and that resources are allocated appropriately.

Training and Qualifications

SEND Lead: Katie Pritchard

National Award in Special Educational Needs Co-Ordination

Postgraduate Diploma in Specific Learning Difficulties (Dyslexia)

Designated Safeguarding Lead trained

Keeping Children Safe in Education (updated annually)

Safer Recruitment

SENDco (Huddersfield): Suzanne Kidd

National Award in Special Educational Needs Co-Ordination

Keeping Children Safe in Education (updated annually)

Phonics and Guided Reading trained

Drawing and Talking therapy

Makaton

Trainee SENDco (Liverpool): Christine Freeney



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Keeping Children Safe in Education (updated annually)

Postgraduate Certificate in Education in Inclusion and SEND

Other training our team has include:

- Drawing and talking therapy
- Lego therapy
- Circle of friends
- Socially Speaking Social Communication
- National Diploma in Autism Awareness
- Neurodevelopmental Awareness Training
- Sensory Processing and integration therapy training
- Mental Health First Aid
- Trauma Informed Practitioner Status
- Flag Up Autism - Autism Friendly Charter - National campaign
- Diploma in person centred counselling
- NVR Non-violent Resistance Train the Parent Training (Nonviolent Resistance)

Section 3 - Who do we cater for?



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We specialise in referrals for young people with social, emotional, and mental health barriers, as well as unique support for children who are looked after and those with Education, Health and Care Plans (EHCPs).

We make provision for young people with the following 4 areas of need as outlined in the 2015 SEND Code of Practice:

- Cognition and Learning
- Communication and Interaction
- Social Emotional and Mental Health (SEMH)
- Sensory and/or physical needs

Section 4 - Identifying Special Educational Needs

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”

(SEND Code of Practice 2015 Section 6.15)

Less than expected progress, given their age and individual circumstances, can be characterised by progress that:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the young person’s previous rate of progress



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- fails to close the attainment gap between the young person and their peers
- widens the attainment gap

(SEND Code of Practice 2014 Section 6.17)

Following The Equality Act 2010, the Code of Practice (2015) states that education providers must also make 'reasonable adjustments' which could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment)

Waves of Intervention Model

Wave 1 - What is Quality First Teaching (QFT) and SEND support?

High quality teaching is the first step in responding to our young people. Additional interventions and support cannot compensate for a lack of good quality teaching. Some young people will make good progress with quality first teaching and effective classroom practice. All our young people have One Page Profile that supports personalised teaching strategies.



Wave 2 - SEND Support

Where good quality teaching is not meeting the young person's needs, appropriate interventions will be put in place for young people.

Wave 3 - SEND Support with external agency input

Where a young person continues to make less than expected progress, despite evidence-based support and interventions, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

If, despite this individualised programme of sustained intervention, the young person remains a significant cause for concern, the school, in consultation with parents, will request an Education, Health and Care Plan from the Local Authority, in line with 'The Local Offer'. An EHCP can also be requested by the young person themselves, a parent/carer, health specialists or social care experts.

In making this application the school will include:

- Records from past interventions.
- Individual Learning Plans.
- Information on the young person's health and relevant medical history as well as any current social care involvement.
- Curriculum attainment information.



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- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of parents/carers and the young person

An EHCP will include details of learning outcomes for the young person. These are used to develop targets and establish provision. Appropriate interventions will be put in place for young people on Wave 3 and EHCPs must be reviewed at least annually.

Graduated Approach : Assess – Plan – Do – Review

Students who continue to face challenges in their learning despite receiving high quality teaching will need additional strategies or different provision in order to meet their needs. The SEND code of practice states, that for these learners, teachers need to put special educational provision in place through SEND support. At Employability Solutions, we follow the graduated approach to support young people to make good outcomes on a personal level. Our Graduated Approach is documented and ensures that we have a specific and refined process to accessing the support that a young person requires.

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NASEN, 2014

Once a student has been identified as SEND, then a Support Plan is compiled between the teacher and the SEND team. The plan is personalised to ensure the desired outcome for the individual young person.

We recognise that all young people have the right to be involved in making decisions and exercising choice (SEND Code of Practice). As a school, we encourage our young people to take responsibility for their own learning, stating their views, sharing personal targets, self-assessing and evaluating progress, recognising success, and reviewing performance.



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The support plan will include precise, achievable, and measurable targets, as well highlighting to the young person their strengths and successes. Progress is closely monitored by the member of staff working with the young person. A review of targets takes place every term.

Transition phases

Support between phases is offered to young people during the last term of the academic year for those moving on to new settings. The SEND staff, class tutors and support assistants will meet to discuss young people leaving and those joining the classes in September. Information regarding the needs and the provision will be discussed and a personalised transition plan is put into place.

Section 5 - Supporting Parents and Families

At Employability Solutions, we believe that education is most successful when parents/carers are closely involved in their child's development. We encourage an active partnership through an on-going dialogue with parents, we keep parents informed by:

- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Working effectively with all other agencies supporting young people and their parents/carers.



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- Making parents and carers feel welcome.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the young person may have that need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the young person with parents.
- Making parents and carers aware of further support which can be accessed through local services and voluntary agencies:

The Kirklees Local Offer

The Liverpool Local Offer

Section 6 - Managing Students Needs on the SEND

Register

All young people who have been identified SEND are placed on our SEND register. Provision maps are completed, monitored, recorded, and reviewed termly.



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Where it is felt by the staff and the parents/carers that additional support and specialist services may be needed, then the SEND team will make the contact with the relevant agency, or it may be necessary for the parents' first point of contact to be their GP. If this is the case the SEND team will supply written support to the GP on behalf of the school.

Where a cost is involved for a specialist service such as an Educational Psychologist the parents/carers are made aware that the school does not have the access to these services nor the funding. This is because we are an independent school. The school will advise and support the parents/carers in this process as far as possible. In some cases, funding may be provided by the school for outside agency support.

Section 7 – Training and Resources

The school accesses SEND training from relevant training organisations and the local authority. When identifying training needs courses are chosen that will directly provide the staff with the knowledge and awareness of specific needs of young people in their class.

At Employability Solutions we ensure young people receive high quality teaching in class which meets the individual needs of our young people. To ensure our young peoples' needs are met we have:

- Additional adult support either on a one to one or small group basis.



Special Educational Needs and Disability Policy : Preparing for Adulthood

- One to one Pastoral care for well-being needs.
- Reduced class sizes to create a relaxing working environment.
- Multi-sensory teaching approach.
- Adapted and personalised curriculum
- Recommended aids such as laptops, coloured overlays, visual timetables, sensory aids.
- Drawing and talking therapies.
- Lego therapy.
- Confidence building/ coaching sessions.
- Extra-curricular activities E.g., gym sessions, equine therapy, charity projects.
- Enrichment.
- Relaxing multi-sensory area for students to work and relax in.

Section 8 – Supporting Students at School with Medical Conditions

The school recognises that young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

At Employability Solutions, all members of staff concerned are fully briefed on medical conditions, emergency contacts and permitted



Special Educational Needs and Disability Policy : Preparing for Adulthood

medication. An Individual Health Care Plan is created with the young person, their family, and the health professionals where relevant. Medication is named and kept securely.

Section 9 – Reviewing the Policy

The school aims to review the policy at least annually given the recent climate of reform. This will ensure the SEN provision is kept in line with the Department for Education and The Department of Health legislation and recommendations.

Section 10 – Preparing for Adulthood

Early and well supported transitional planning is key to supporting a young person's journey and transition to independence and adulthood. At Employability Solutions, we are fully committed to promoting and supporting young people's aspirations, to achieve the best possible outcomes and opportunities for their future. We want all young people to have the best start into adulthood and for young people with special educational needs and/or disabilities (SEND) to be fully supported along that journey, to be successful and achieve their full potential.

Our personalised curriculum and holistic approaches ensure that we:

- prepare our young people within education and employment,



Special Educational Needs and Disability Policy : Preparing for Adulthood

- teach independent living strategies for home and travel,
- open up links with community support and inclusion
- support to work towards achievable yet aspirational outcomes in making health choices and being in control of their lives.

Section 11 - Compliance

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 (January 2015) and should be read in conjunction with the following guidance, information, and policies:

- Special Educational Needs and Disability Regulations 2014
- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice 0-25 years (January 2015)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Employability Solutions SEND Information Report (November 2022)



Special Educational Needs and Disability Policy : Preparing for Adulthood

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