



Pollyteach  
engaged to learn



# Pollyteach

## engaged to learn

**SEND Report 2024-2025**

## **Key Elements of the Report**

<b>KEY ELEMENTS OF THE REPORT .....</b>	<b>2</b>
<b>OUR STORY .....</b>	<b>3</b>
<b>AIMS.....</b>	<b>3</b>
<b>ARRANGEMENTS FOR COORDINATING SEND PROVISION .....</b>	<b>5</b>
RESPONSIBILITY FOR THE SENDCo: .....	5
RESPONSIBILITY FOR ALL STAFF: .....	6
<b>SEND AND CURRICULUM .....</b>	<b>7</b>
<b>SEND PROVISION PROFILE: .....</b>	<b>7</b>
<b>SEND PROFILE: .....</b>	<b>8</b>
<b>IMPACT ON QUALITY TEACHING AND LEARNING .....</b>	<b>8</b>
<b>KEY PRIORITIES IN MOVING FORWARD FOR 2023-2024 .....</b>	<b>8</b>
<i><b>“Step up to English” A specification designed for you and your students .....</b></i>	<i><b>10</b></i>
<i><b>Dynamic and engaging content.....</b></i>	<i><b>10</b></i>

## Our Story

At Pollyteach we create a fun and safe learning environment to help students reach their potential. We work with students to build a programme to reflect their interests and personal needs, taking their voice into account. Combining social work, with teaching practice and youth work, we provide bespoke learning programmes to young people with a range of emotional, social and behavioural difficulties that make it difficult for them to attend school.

Our philosophy is to “engage to learn”. We work with our students, to build their self-esteem, confidence and social skills to create the right environment for learning to take place. We work with students at their own pace but always challenge them to do their best.

Our SEND statement reads: ***“We are all unique and we are all welcome and included here. We will all get the support we need so we can all achieve our potential of a bright future.”***

## Aims

We aim to provide every young person with access to a broad and balanced education. This includes key aspects of the National Curriculum in line with the *Special Educational Needs Code of Practice*.

## Aims

We aim to provide every young person with access to a broad and balanced education and ambitious outcomes. This includes key aspects of the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To provide young people with quality learning experiences and teaching, through training for staff, early identification of SEND needs and effective, appropriate intervention
- To have high expectations and ambitious outcomes for all so that each young person will reach their potential in all aspects of education
- To ensure the waves of intervention offer provides a wide range of whole-school and targeted support, spanning the broad areas of need, to promote inclusion and accessibility
- To ensure learners develop skills for adulthood through planned provision and tracked outcomes, from key stage 2 onwards
- To ensure learners are given the best possible opportunities for employability through meaningful work experience, which is individually tailored and supported by staff, facilitated careers support, rigorous transition planning, greater options for recognised end-of-key stage 4 qualifications to support, wider employability and next steps post-16 options.
- To support the development of independent learners who can transfer these skills to future life, including increasing use of assistive technology and independent learning skills.

- To assess young people's data regularly and provide appropriate support where it is needed in line with APDR cycles (Assess Plan Do Review). Effective assessment and provision will be secured in partnership with parents/carers, children and external agencies.
- To develop the love of lifelong reading and functional literacy and numeracy skills as a whole-school, for greater access to wider employment opportunities and post-16 options, as well as greater independence and social inclusion in society.

## **Objectives**

- **Identify the needs of young people with SEND as early as possible.** This is most effectively done by gathering information from parents, young people themselves, education, health and care services and feeder Education provisions prior to the young person's entry into the Education provision. Early identification of need within Pollyteach will be aided by continual staff training to identify and support needs within and outside of the classroom. Staff are encouraged to report needs at every stage. Referrals to outside agencies such as SALT, CAMHS, NBS are also completed by SENCO/Occupational Therapist, SLT and we will work with schools, referrers and parents/carers.
- **Monitor the progress of all** young people to aid the identification of young people with SEND. Continuous monitoring of those young people with SEND by their teachers and support staff will help to ensure that they can reach their full potential. Monitoring and reporting is done daily by classroom teachers, with a formal update to all individual information pages at a minimum of 6-week intervals in addition to Intervention reviews every half term.
- **There will be a Whole-Education provision approach to special needs,** where staff work as a team co-operating, collaborating and coordinating for the benefit of all young people. The Waves of Intervention Curriculum Offer will be an ongoing document under review and development and now includes Occupational Therapy based interventions such as Speed up for improvement of handwriting skills and ELSA for emotional literacy and a accredited Wellbeing programme(NCFE) from September 2025. Our Wider Curriculum also has a 'Golden Thread' of Emotional Literacy based interventions which is provided for all of our students at Pollyteach during Talking Walls and tutor times with their Key person/tutors. More explicit teaching of emotional literacy will be taught within tutor times as part of our whole school approach and an emotional literacy and intelligence toolkit is also under development. The 'Golden Thread' is adaptable and caters to the main needs of our cohort.
- **All students will have ambitious outcomes.** Close cycles of APDR/Graduated Approach will monitor the provision impacts through short-steps monitoring every term and every half term for learners with very high needs. Within our students' 'Pupil profile', they are encouraged to provide their voice and to create their own goals.

- **Make appropriate provision to overcome all barriers to learning.** This will be coordinated by the SENDCo/ managers, who will be carefully monitored and regularly reviewed to ensure that individual targets are being met and all learners' needs are catered for. Interventions are reviewed as a minimum every half-term. Timetables and provision maps are amended as and when a need has been identified to ensure timely adaptations are made with changes implemented within the following week.
- **Work with parents/carers and the teams around the child** to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular reports on their child's progress, including updates in real time via the Class Dojo app. Parents/carers have a vital role to play in decision making and supporting their child's education, Parent voice is paramount to success. Parents and carers (alongside the young person) are invited to review meetings including intervention and progress reviews. Parents and carers have the opportunity to speak to keyworkers via telephone and at arrival and collection to provide holistic support in recognition of factors outside of school which can impact learning and wellbeing. In addition to this, recognising that learners can mask at school and be struggling at home when the right provision isn't in place. Key workers make regular contact with parents of all learners in Pollytech to discuss progress and wellbeing of all children.
- **Work with and in support of outside agencies,** when the learners' needs cannot be met by the Education provision alone. Staff are supported with training to deliver the provision and recommendations as detailed in EHCPs and professional reports.
- **Create an education provision environment where our young people feel safe to voice their opinions of their own needs.** This means providing regular meetings between learners and their key worker. Learner participation is a right. The view of the young person is considered and considered at every appropriate opportunity. All learners will be encouraged to actively participate in their learning process. All learners have a voice within and for their education. Therefore, it is assured that they will be invited to present their views and voice their opinions at all review meetings, including annual reviews, PEP meetings, reintegration meetings and APDR cycle meetings. Reformed information pages (Student Profile) will also allow our learners to voice their likes, dislikes, targets and strategies that help them to be the best version of themselves and place them at the centre of their learning journey.

### Arrangements for coordinating SEND provision

#### **Responsibility for the SENDCo:**

- The person responsible for overseeing the provision for young people with SEND is the SENDCo/ managers.
- The person supporting the co-ordination of the day-to-day provision of education for young people with SEND is the SENDCo/ managers and tutors.

- The SEND Co-Ordinator is Rebecca Chalkley. The Deputy SENDCo is Shannon McDonald.
- Provide practical advice, teaching strategies, modelling and information about types of special educational needs and disabilities and CPD.
- Open door policy for all staff to ask for advice and have presence amongst the school and outreach centers.
- Ensure needs are accurately identified, early identification, and clear communication to staff. Staff also complete SEND referral forms for early and extensive identification which outlines which provisions and High-Quality Teaching that has already taken place in response to the Waves of Intervention.
- Monitoring, Learning Walks, Book checks, building relationships with students and working in partnerships with staff, Head's of Centre's, parents/carers and outside agencies.

### Responsibility for all staff:

- Pollytech SEND Policy;
- Pollytech Whole School Tracker used for tracking the Education provisions cohort;
- Information on individual young people's special educational needs, for example Individual Education Plan's (information page), Education Health and Care plans (where relevant).
- 'Every teacher is a teacher of SEND'
- "Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff."
- "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN."
- "Set goals that stretch and challenge pupils of **all backgrounds, abilities and dispositions**"
- "**Be aware of pupils' capabilities** and their prior knowledge, and plan teaching to build on these"
- "Adapt teaching to the strengths and needs of all pupils"
- All staff will attend CPD opportunities relating to SEND

This information is made accessible to all staff to aid the effective co-ordination of the Education provision's SEND provision. In this way, every staff member will have complete and up-to-date information about all learners with special needs, their requirements and take learner voice into account which will enable them to provide for the individual needs of all learners.

We aim to support all learners with SEND or EHC Plan within our provision and will endeavour to ensure that all children get the support that they need to participate fully in provision life and beyond. Where a child needs more specialist help or provision, we will work closely with families and external agencies to secure the provision that meets each child's individual needs.



## **SEND and Curriculum**

At Pollytech we believe it is essential to provide a broad and well- balanced curriculum for all learners. We are committed to ensuring that all learners, including those with special educational needs and disabilities (SEND), receive their right to a high quality, accessible and balanced curriculum that is right for them and their individual needs. Which, in turn will provide opportunities to promote a love of lifelong learning and build skills that will equip them for adulthood. Every learner at Pollytech has a bespoke timetable and provision plan tailored using the Waves of Intervention curriculum offer which is adapted as and when.

Our aim is to provide all learners with the best possible outcome in preparation for life-long learning. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development in addition to providing as many opportunities to equip learners with employability skills and for all of our learners to partake. in our Supported work placement programme (please see table 1). We endeavour to raise aspirations and expectations for all learners, including those with SEND by working in partnership with parents/carers and the learners themselves.

## **Work-Related Learning Programme**

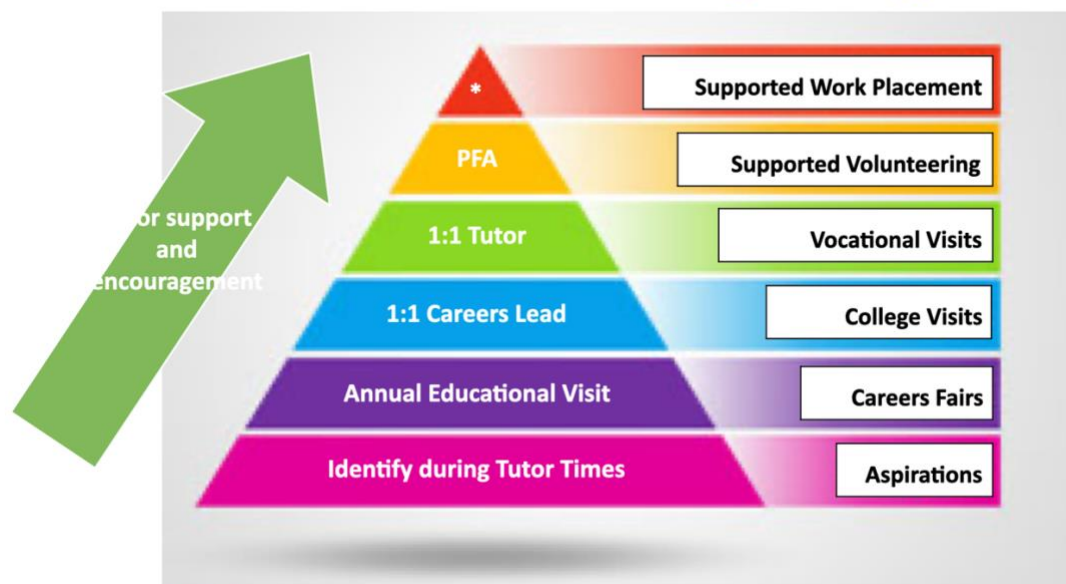


Table 1 – Hierarchy of support for work placement programme.

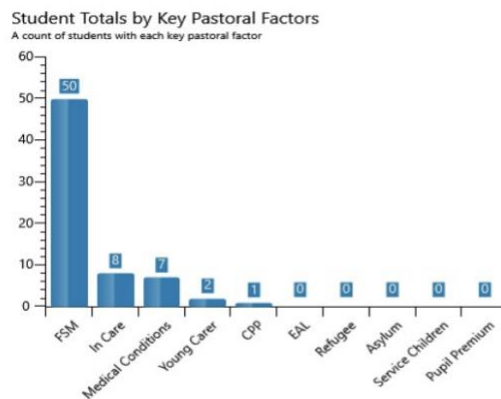
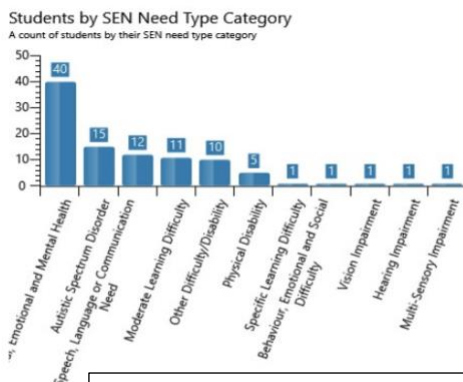
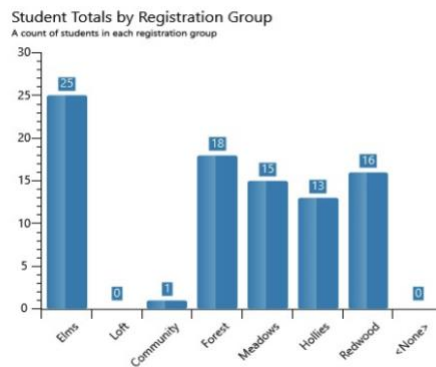
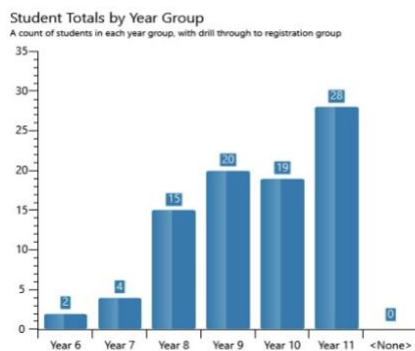
## **SEND Provision Profile:**

At present, learners with SEND make up 53.4% (19 children EHCP and 28 children SEND support) of our whole school population (88 children)- See table 2. Pollytech has 21.6% EHCP and 31.8% SEND support. Compared to the regional average of 16.5% of learners with SEND within mainstream schools in Nottinghamshire and 14.2% SEN support and 5.3% EHCP nationally (Great Britain, Education statistics, 2025). Pollytech's current

primary need is SEMH, which is in line with Nottinghamshire's primary need within Secondary schools. Whereby in Primary age children within the region the primary need is: Speech, language and communication needs. Nationally, the highest primary need for EHCP is Autism Spectrum Condition, followed by Speech, language and Communication. The highest need for SEN Support nationally is Speech, language and communication, followed by Social, Emotional and Mental Health.

### **SEND Profile:**

#### **Pollytech performance dashboard**



Note that SEN need type includes both primary and secondary need.

Table 2 School data sheet

### **Impact on quality teaching and learning**

### **Key priorities for 2024-2025**



- Establish detailed identification and accurate interventions for Dyslexia/ Dyscalculia. IDL literacy and numeracy package provides screeners for Dyslexia and Dyscalculia and then provides individualised interventions sessions which targets the specific area of need. – This has been purchased and is being trialled amongst learners
- Purchase a Systematic Synthetic Phonics programme – quoted for Fresh Start – Read, Write inc – ongoing, establishing the effect of this programme amongst older learners
- Attendance officers to receive training on EBSA. – All attendance to complete EBSA Training provided by Nottinghamshire County Council to ensure alignment. Provide a tiered intervention approach with SEND based needs taken into account - ongoing, due to attend training this academic year due to cancellation
- Continue to improve resources to assistive technology and increase scaffolds to independence – Creation of 'SEND Organisers' for all classrooms and access to extra laptops has been provided to ensure that all students have access to a laptop and assistive technology as and when required
- Access arrangements Co-ordinator/ psychometric testing required for Access Arrangements, from year 9, earliest. – Outsourcing AAC due to low level of need and cost efficiency.
- OT to build on group based occupational therapy sessions to aid with the demand for need in this area. Proposal for Eco Sensory Therapy and Forest School to build on the curriculum. – Forest school is open and students access this for wellbeing, OT is now qualified to complete ECO Sensory Therapy and has been conducting this with students
- Add reading ages to the referral forms- added, referrals require full completion
- Signpost English tutors for Dyslexia and literacy specific training to aid in early identification. Maths tutors to complete Dyscalculia training under the same principles. – Curriculum leads leading this. Staff training has been encouraged and all staff training on early identification of SEND needs has been completed during inset

Extra steps taken in 2024-2025 – Identification of learners who will undertake functional skills exams in KS4 completed in Autumn Term. – However, Functional Skills is questionably becoming obsolete. English have utilized the AQA Step up to English programme which is a specification based on the concepts of GCSE and "the specification is fully co-teachable with GCSE English Language"- This has aided teacher workload and build on specific knowledge gaps whilst working towards GCSE's which in turn could better equip learners for life post-16 as many colleges are opting out of completing Functional Skills. It also aids inclusive practice within the classroom. Continuing encouragement of multi-sensory approaches in the classroom has increased learner engagement and the additions of 'SEND organisers' to each classroom to ensure that High Quality teaching accessories are available to all. This will be rolled out in September 2025.

## **“Step up to English” A specification designed for you and your students**

“Entry Level Certificates are nationally recognised qualifications that give students the opportunity to achieve a certified award. Our assessments are designed to inspire and motivate your learners, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are accessible to Entry Level students.

The specification will encourage Entry Level students to develop the skills they need to read and understand a range of texts as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

The qualification can be tailored to students' needs through either Silver Step or Gold Step. Silver Step is aimed at Entry 1 and Entry 2 students and Gold Step is for Entry 3 students looking to progress to GCSE. We have provided clear progression and GCSE-ready level descriptors.

### **Dynamic and engaging content**

The qualification offers non-exam assessment (NEA) which supports an engaging and supportive learning and assessment experience for Entry Level learners. The specification offers two components in both steps, which each assess reading and writing. Spoken language is included in Component 1 and contributes to the overall mark.

Each component thematically links reading and writing and supports high-quality provision and engaging teaching and learning.

- Component 1, Literacy Topics, is transactional in nature and will ask students to complete a number of tasks based around a theme.
- Component 2, Creative Reading and Writing, is literary in nature and students will be asked to respond to excerpts from literary and literary non-fiction texts and write creatively."

### **Attendance**

Attendance – aspirational attendance- Persistent Non Attenders – Tiers of intervention for persistent non-attenders now in place. If attendance drops below 60% (which is in line with Nottinghamshire County Council) interventions will be put into place.

Persistent non-attenders with SEND – Key worker calls, very small step targets, individualized planning involved. Home visits made to on roll students after three consecutive days of absence.

Trauma informed School- Applied for registration, can take up to a year. OT and SENCo have completed Trauma Informed training. SLT to undertake in 2025-2026. Application for accreditation on hold due to this.

Attendance data currently demonstrates that there is little correlation between SEN /EHCP and non-SEN with regards to unauthorized absences, averaging 80%

**Attendance Breakdown:** Source: SIMS

Year Group:	%	Site	%	Status	%	Demographic	%
6	87.3	Elms	84.2	SEN	80.7	FSM	80.3
7	94.6	Hollies	76.72	EHCP	80	CIC	82.2
8	93.4	Redwood	84.2	Other	80.2	SEND And EHCP	80.3
9	78.2	Meadows	70.9			Young Carer	90.7
10	72.9	Forest	82.4			Male	81.3
11	77.1	Retford	NA			Female	81.4

## Key Priorities for 2025-2026

- An accredited Wellbeing curriculum from NCFE to be offered to Learners on wave 2+. To be rolled out in September 2025 and led by the Wellbeing team.
- sensory tools
- Investment in SEND resources and areas for common identified needs
- Investment and stronger utilization of OT support
- Investment and implementation in training

## Wellbeing support and Personal Development

- Growth dictated by support and need, e.g nurture unit
- policy to support Trauma Informed Approaches. Delay on Trauma Informed Accreditation
- Development of Dojo and CPOMs to match wellbeing policy – ease of logging and tracking
- Development of tracking and impact of wellbeing support
- Expansion of wellbeing offer and school-based resources to support wellbeing e.g WAZ
- Increased connections with Portland to support more extensive application of supported work placements
- Increased liaison on sites for Y11 destinations and ongoing analysis of this
- Development of wellbeing curriculum and accreditation
- Development of ideas linked to enhancing staff wellbeing

## References

*Special educational needs in England, Academic year 2024/25 (2024) Service.gov.uk.*

Available at: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2024-25/data-guidance> (Accessed: 4 June 2025).