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Signed by Head of Centre	<i>H Jolly</i>
Date signed	22/03/2022
Signed by Chair of Trustees	<i>D Kelly</i>
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Welcome to our Red Balloon, Norwich SEND Information Report, which supports the Norfolk Local Offer for learners with Special Educational Needs (SEN). We review this report annually so that it reflects our ongoing work with students who have SEN, and outlines how we identify, assess, support and provide for our students. We publish this report on our website to demonstrate the implementation of our policy for pupils with SEN for all to see.

We are committed to working together with all members of our community to support our SEN learners. **This includes parents, carers, students, trustees and all our Centre staff.**

If you would like to discuss this SEND Report, or your child's needs please contact the following people;

Heather Jolly	Head of Centre
Julie Clements	(Centre Students) SENDCO
Naomi Kitchen	(Air Students) Training SENDCO (NASENCO)

The staff above will;

- Work with the SEND Trustee to determine the strategic development of the SEND policy and provision in the Centre.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that our students with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the Centre's budget and other resources to meet students' needs effectively
- Work with the trustees to ensure that the Centre meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have day-to-day responsibility for the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Ensure the Centre keeps the records of all students with SEND up to date

Red Balloon Norwich is a specialist provision for students in Key Stage 3 and 4. Red Balloon Norwich provides an alternative education (AP) for young people who have suffered difficult life experiences meaning they are no longer able to attend mainstream school. All of our students have SEN related to Social, Emotional and Mental Health needs. Some also have needs surrounding Cognition and Learning, Language and Communication, as well as Sensory, Physical and Health needs.

Most of our students have an Education, Health and Care Plan (EHCP). Some of our students have suffered trauma in their life and some have either an ASC diagnosis, or display traits of ASC (Autistic Spectrum Condition).

We aim to provide all of our students with the opportunity to thrive academically, to develop socially, and to successfully re-engage with the world around them. These three aims underpin all that we do.

Legislation and Guidance

This information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report.

What is SEND? (Special Educational Needs and Disabilities)

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

What Learning needs are provided for by Red Balloon Norwich?

Red Balloon Norwich is able to accommodate 20 students within our Centre. We are able to accommodate a further 20 students, learning online at home through our Online Provision - Red Balloon of the Air.

We support students with a range of needs, including;

- Social, emotional and mental health
- Sensory and communication needs
- ASC (Autistic Spectrum Condition)
- Specific learning difficulties including Dyslexia, Dyspraxia, Dyscalculia, ADHD(Attention Deficit Hyperactivity disorder)/ADD(Attention deficit disorder)
- Cognition and learning needs
- Some sensory and physical needs

What is our Approach to teaching Students with SEN?

Red Balloon Norwich is a unique setting where we are well equipped to support students with their SEMH (Social, emotional, mental health) and other SEN needs.

We approach learning in a holistic way. We know that students cannot make progress academically if they have poor wellbeing. We aim to encourage students to make best possible progress academically as well as aiming to ensure psychological, social and emotional growth, improved communication skills and increased confidence and self esteem through our wellbeing programme and small group working. We have a caring ethos where everyone is welcome and respected.

Students are encouraged to use their voice and they are always listened to. We encourage our students to express themselves. Their unique personality is the basis of the provision we create for them, ensuring that our approach is Pupil Centred and that Pupil Voice is at the heart of everything we do.

We create a sense of community at Red Balloon where all students are valued equally. Pupils have a weekly Circle Time where they can make suggestions, share concerns or questions, and contribute to the Red Balloon community. At lunch and break times students play games and staff are present to model positive behaviours and support students engaging in group activities. Students also have weekly Wellbeing sessions and Mentoring sessions with a Key Person where they can build relationships of trust.

We have a Housekeeper who cooks for students and staff every day, and all students and staff eat together in our Garden Room, or outside if the weather allows.

We have high staff to student ratios at Red Balloon Norwich. We ensure our groups are kept small, to allow staff to always respond to the needs of students to ensure best outcomes.

At Red Balloon we practice Unconditional Positive Regard. This means that we seek to express empathy, support, and acceptance to someone, regardless of what they say or do. We believe Unconditional Positive Regard builds self esteem and hope in our students and a feeling of self worth in that they are accepted and valued. For this reason we don't have an active reward system. However, some students do respond well to praise for specific situations, so we do seek to acknowledge success when appropriate.

When students start at Red Balloon Norwich they are given a laptop to work on. This is used in some lessons and supports our intention to provide individualised learning opportunities. This also enables our students to become adept at ICT.

Almost all of our students have their Special Educational Needs described in their EHCP. At Red Balloon Norwich we create Pupil Profiles for all our students, describing their needs and containing strategies to support their learning. Staff use these Pupil Profiles to inform their planning, adapt their teaching styles and to keep well informed about individual pupil needs.

Students who study with our Red Balloon Air programme do so online at home, following a timetable of lessons throughout the week. Lessons are live online, with a consistent, named teacher for each subject, with whom they are encouraged to communicate and interact with during the lesson through online chat and voice chat functions. Students either learn one to one with their teachers, or in small carefully selected groups. Students also have access to Wellbeing sessions with a trained counsellor, Mentor visits with a consistent Key adult, and weekly social sessions at the Red Balloon Satellite Centre in order to develop social skills and encourage re-engagement.

How do we adapt the curriculum and learning environment to meet the needs of our students with SEN and help them to thrive?

At Red Balloon Norwich students have a Negotiated Curriculum which is individualised and highly differentiated. This is a process involving discussion between students and teachers where options for learning are explored. We believe this gives students ownership of their learning, leading to improved engagement and motivation.

Students have the opportunity to study from a range of ASDAN(Award scheme development accreditation network) courses which involve high levels of student choice, as well as a range of GCSEs and other formal qualifications such as Functional Skills. Our students take a reduced number of GCSEs in order to optimise time, support, engagement and outcomes.

We offer TITAN(Travel independence training in Norfolk) training for students who need support with learning to travel independently and who need to build confidence in exploring the outside world. Students who require further support with core subjects are offered one to one sessions and interventions when required.

As well as the core subjects of English, Maths and Science, students spend time learning Humanities, exploring languages, Design Technology, Art, Performing Arts, Digital Media, Sport, PSHE(Personal, social, health and economic) and Citizenship. If a student shows particular interest in a subject, we will always aim to facilitate it where possible.

We have a variety of equipment available to facilitate learning for our students, which includes personal laptops, headphones, noise cancelling ear plugs and overlays to assist students with dyslexia or visual stress.

Students on our Red Balloon Air programme who are extremely socially isolated when they first arrive, are encouraged to take part in the online social community of Red Balloon Air. Teachers are skilled with encouraging students to get to know each other and to interact with each other online during lessons and extra curricular (online) clubs. With the safety of learning at home and the social and academic opportunities of an online community, our students begin to re-engage with learning and with life.

Arrangements for accessibility are detailed in our accessibility plan – <https://www.redballoonlearner.org/wp-content/uploads/2022/03/Accessibility-PlanNorwich-Sept-21-22-1-62442e33d9ef5.pdf>

This plan details how disabled students can participate in our curriculum, how we review the physical environment of our school to enable disabled students to take better advantage of education and how we improve the availability of accessible information to disabled students. This plan can be found on our website.

How do we Identify SEN and how do we assess and review the progress of students with SEN?

The majority of our students arrive with us with an EHCP meaning that their SEN are already identified. However, we continue to regularly assess and observe our students, to recognise changes and act accordingly. If necessary we make sure we put in place further assessment of students. We always look for success in our students and ensure all success is celebrated.

On arrival, we carefully observe students and discuss their needs as a team. We assess students when they arrive with us using WRAT(Wide Range Achievement Test) testing - an academic skills assessment which measures reading skills, maths skills, spelling, and comprehension. We also use DRA (Developmental Reading Assessments) designed to allow teachers to determine students' reading accuracy, fluency, and comprehension levels. These are regularly repeated during the academic year.

To assess the Wellbeing of Students we use the The Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) assessment when they arrive with us and this is repeated termly to measure decline or progress in mental health. We have also created our own assessment based on the 'NHS 5 Steps to wellbeing' which our students complete and revisit in Wellbeing sessions.

We regularly review each students' special educational needs and intended outcomes, as set out in their EHCP and involve teaching staff in the review process. Students' needs are identified on their Student Profiles and shared with staff so they can consistently and regularly review students' progress towards the outcomes on their EHCP.

The RB assessment policy sets out the 4 steps of assessment/review and can be accessed here. - <https://www.redballoonlearner.org/wp-content/uploads/2021/03/Assessment-Policy-RBNch.docx-605ca3e4920eb.pdf>

How we keep our staff up to date with expertise and training

All Red Balloon Norwich staff feel a sense of responsibility and pride in their work with Students who have SEND.

In the last academic year, recent training for all staff has included -

- LA Safeguarding training
- LA Prevent training
- Autism training
- LA Harmful Sexual Behaviour
- Mental Health Training from Mental Health Champions
- Child Mental Health and Counselling Skills

In the last academic year, specific training for key staff has included -

- NASENCO qualification
- Degree in Person Centred Counselling

Our staffing team includes those with the following qualifications -

QTS, PGCE(both teaching qualifications), NASENCO, DSL(Designated safeguarding lead), Level 7 CCET(Certificate of Competence in Educational Testing) and Access Arrangements, Certificate in SEN, Level 2 and 3 qualifications in Autism, Level 2 qualifications in Understanding Childhood Trauma, and Children and Adolescent Mental Health, NVQ2 In Learning Support, & level 3 HLTA, Epipen Training, First Aid Training, NCFE CACHE Level 2 Certificate in Understanding Mental Health First Aid and Mental Health Advocacy in the workplace and TQUK Certificate in SEN coordination, (amongst other various CPD (Continuing professional development)).

How do we consult and work with Parents and Carers and pupils with SEN and involve them in the student's education?

As a small provision we are able to have regular and meaningful contact with parents and carers. We encourage active contact and an intention to work together as we believe this will ensure the best outcomes for our young people. We involve parents

and carers in regular and transparent communications about all provisions for their young person.

Formally we offer an annual Parent Consultation afternoon and an Annual Report for each student. Parents are also invited to an Annual Review of EHCPs and are invited to share their Parent Views on how their young person is progressing towards their outcomes. Informally, we are in regular contact with parents and carers through phone calls, letters home, emails and a policy that parents can make contact at any time and will be invited to share their concerns and views and discuss any aspect of their young persons' education that they wish to as regularly as they feel they need to.

How do we consult our Young people about their education?

We place Pupil Voice at the centre of all we do. Students are encouraged to discuss what is working well or less well at school in weekly Circle time or Mentoring sessions and through open and honest communication every day. Students are involved in making choices about their subjects and timetable, social times in the Centre and approaches to their learning.

Students are invited to EHCP review meetings and their Student Views section is key to the review process.

Staff make every effort to get to know students extremely well and build strong relationships with them, which we see as key to good outcomes for our students.

How do we secure specialist expertise and other organisations for our students and make use of services beyond our setting for students and their families?

Where required, we ensure we seek further support for students. The following are examples of additional specialist expertise we source, but this is not a comprehensive list;

- Educational Psychology
- SpLD assessment such as Dyslexia
- Further specific staff training for new identified need
- Speech and Language Therapy
- Other Alternative Provisions
- Early Help
- CYPMHS (Children and young people's mental health services)
- Medical Needs team
- Post 16 team for transition

We work closely with other professionals and organisations, especially various departments in Norfolk County Council such as Children's Services, the SEND and inclusion team and the LAC (looked after children) Team.

Our SENDCOs work closely with a network of SENDCOs across our County to share best practice and to seek support, advice and further specialist knowledge when needed.

Other professionals involved in our student's lives on a regular basis are invited to contribute to EHCP reviews to ensure we work together as a Team to support our young people.

How do we support our Students moving on to a new Phase in life?

As a small provision we know our students very well. We are able to support them with discussions and steps towards transition beyond Red Balloon throughout their time with us.

Those students who need support to grow their independence with walking or using public transport are offered Titan training. All students for whom it is appropriate complete work experience. Students are offered Career support both formally, currently through Beacon East, but most importantly informally through the conversations and guidance we give our young people throughout their placement at Red Balloon. Students have access to the 'help you choose' website <https://helpyouchoose.org/content/> to facilitate decisions about future options.

We ensure all students have a next placement and we provide them with all the support they need with interviews and applications for next steps. We also follow up our young people after they move on to Post 16 education to monitor their progress and engagement.

We work closely with the named EHCP coordinators of our Students to ensure planning for their new Phase and also work closely with the next setting in whatever way is appropriate - potentially the SEN team and wellbeing team - to ensure smooth transition and best possible chances of a successful next placement.

How do we handle complaints of parents/carers of students with SEN?

Our complaints policy can be found on our website.

<https://www.redballoonlearner.org/wp-content/uploads/2021/03/Complaints-policy-RBNch.docx-605ca3e96fa32.pdf>

Red Balloon Norwich seeks to be fair, open and honest when dealing with any complaint. Careful consideration is given to all complaints and we aim to deal with them as swiftly as possible.

We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the young person above all other issues. Further we aim to provide sufficient opportunity for any complaint to be fully discussed and subsequently resolved.

How do we evaluate the effectiveness of our provision?

Red Balloon Norwich evaluates its provision in a number of ways, including the following:

- Daily Staff meetings which are student focussed to discuss issues of the day and actions required.
- SEND learning walks and observations.
- Baseline assessments which are academic, social and emotional.
- Inspections by the Local Authority and Independent Schools Inspectorate.
- Trustees holding us to account.
- Parent evaluation and feedback.
- Student evaluations.
- Student outcomes.

What support is available to parents beyond Red Balloon Norwich? (Signposting)

Norfolk has free and impartial information, advice and support to children, young people and parents/carers about special educational needs and disabilities (SEND). This includes health and social care where it is linked to education. The organisation is called Norfolk Sendiass Information, Advice & Support Service and their website can be found at: www.norfolksendiass.org.uk

In Norfolk, disagreement resolution is delivered by KIDS SEND Mediation Service which is an independent organisation. It is a free service and you can find out more at: <https://www.kids.org.uk/send-mediation>

There are also several local support groups for parents/carers including:

- ASD Helping Hands - support for families who have a child with an Autistic spectrum condition
- Norfolk Family Carers
- SENSational families - for families with a child with SEND

Further information about these groups can be found at:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer/advice-and-support/send-support-groups-organisations-events/local-send-support-organisations-and-groups>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Link to the Norfolk Local offer.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

This website is for anyone in the life of a child or young person aged 0-25 who has a special educational need and/or disability (SEND) in Norfolk.

The website can help you:

- Find information on support in education
- Learn about special needs services that can help children, young people and their families
- Find a support network - parents, groups and organisations
- Get guidance and advice about how to help a young person plan their adult life