

What types of SEN do we provide for?	Children at Catch22 Include School Norfolk are all identified as having Social, Emotional, Mental Health needs. They may also have moderate additional needs or underlying undiagnosed medical needs.
How do we identify and assess pupils with SEN?	Some children at Catch22 Include School Norfolk have special needs and hold an Education Health Care plan (EHCP) which identifies their Special Educational Needs and end of year or key stage outcomes. Students are assessed using: • Teacher assessment. • Access reading tests • Boxall • Behavior support plans/ risk assessments. 1:1 assessment may be completed with some pupils to determine additional access arrangements for examinations. These will be completed by the specialist assessor. • DASH (Detailed Assessment of the Speed of Handwriting) • WRAT (Wide Range Achievement Test) Cognitive assessments For any mental health and Well Being concerns a more in-depth assessment is required. Referral to outside agencies as necessary e.g CAMHS, Speech and Language SaLT etc through SENCO and DSLs
Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?	Our SENCO is Hannah Howell Tel: 01553 770056 e-mail: Hannah.Howell@catch-22.org.uk
What is our approach to teaching pupils with SEN?	All of our children receive high levels of adult support and quality teaching as standard. We believe that the majority of children make the best progress when they are in a classroom situation, the work is appropriately differentiated, and the use feedback is frequent and effective. We offer additional interventions where appropriate.
How do we adapt the curriculum and learning environment?	We are able to offer a flexible approach to all our learners. We acknowledge that a 'one size fits all' model does not work with learners who have additional needs. This is addressed through a

	tailored curriculum and bespoke packages designed for individual children.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	As a school for Social, Emotional and Mental Health some of our pupils hold Education, Health, Care plans (EHCPs). Children within the school often have significantly diverse needs. Lessons are scaffolded and differentiated to meet the individual needs of each child, through the setting of appropriate learning objectives to overcome barriers to learning and promote independence. Lesson content takes into consideration, format, pace, alternative recording methods (ICT, mind mapping, photographs). We endeavour to ensure that all classrooms and learning areas are language rich environments, promoting the acquisition of new vocabulary. Pupils have access to individual workstations, where appropriate, and additional support.
How do we consult parents of pupils with SEN and involve them in their child's education?	Visits are held for all children which parents/carers attend (where necessary these are completed at the child's home or by phone). Education and Health Care plans (EHCPs) are in place for some learners, and these are reviewed with parental/carer involvement in this process being key. Parent/carers are fully involved with decisions about their child whilst at Catch22 Include School Norfolk.
How do we consult pupils with SEN and involve them in their education?	At Catch22 Include School Norfolk pupil voice is very important. This informs our provision and the adaptation of our learning environment to meet the needs of our children. They can express their wishes and feelings through reflection work within class and with our advocates. We have a Student Voice which meets weekly, giving the opportunity to express pupils' opinions and views. Children's views are central to pupil support plans and as part of the annual reviews of their provision in their Education, Health and Care plans (EHCPs)
How do we assess and review pupils' progress towards their outcomes?	All children have half termly teacher assessments, Education, Health, Care plans (EHCPs) are used to inform targets. EHCPs are reviewed at least annually. Half-termly snapshots provide information to support planning of PDBW lessons. Pupil Support plans are reviewed regularly and include pupil voice.
How do we support pupils moving between different phases of education?	Many of our children feel anxious about starting at Catch22 Include School Norfolk as they may have had negative experiences of school

	previously. Maintaining regular contact by phone and/or email, with all parents and carers is crucial.
How do we support pupils with SEN to improve their emotional and social development?	All of our children are with us because their social and emotional needs have been a barrier to them achieving success in mainstream school. We provide a nurturing, supportive environment where all of our children are made to feel welcome. We work with every child on an individual basis and put in appropriate levels of support according to their needs. Class sizes are small, which allows our staff to build up close relationships with children and for them to develop their trust and confidence.
What expertise and training do our staff have to support pupils with SEN?	Our SENCO will be undertaking the NPQSENCo qualified and has experience of working in specialist settings. All staff are Team Teach trained to use a range of de-escalation and positive handling techniques which promote positive relationships in schools. The school has a Family Student Support Worker who offers one-one support to students and their families. Staff receive bespoke training regularly to ensure they are fully aware of learners' individual needs and how to support them effectively.
How will we secure specialist expertise?	Many children come with additional diagnosis or are in the process of being assessed. We work closely with other professionals and parent/carers. If a child is believed to have undiagnosed needs or they require the support of specialist services such as Occupational Therapy or CAMHS this will be discussed with parent/carers and other professionals that are involved with the child and a referral will be made
How will we secure equipment and facilities to support pupils with SEN?	Our pupils' needs can be met with the placement funding allocated to us by the local authority. In the event that a child needs additional provision that cannot be covered by our allocated funding we would seek top up funds from the local authority to ensure we can meet the need.
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	We work closely with specialist services and other organisations including Early Help, SENDIASS, Matthew Project, The Rose Project, Norfolk Constabulary, Just One Norfolk, CAMHS and Nelson's Journey to ensure the needs of our children are met. Liaising with Children's

	Services if there are additional needs identified at a child or family level.
How do we evaluate the effectiveness of our SEN provision?	All staff at Catch22 Include School Norfolk are observed regularly to ensure that teaching and support are effective. We report back to Catch 22 and the local authority on the progress of our learners. Our effectiveness is judged internally by the use of our development plan and school evaluation form, which are reviewed regularly. Our half termly data collections, pupil progress meetings and EHCP reviews ensure we know exactly how all of our learners are progressing and what needs to be improved to ensure they make accelerated and sustained progress.
How do we handle complaints from parents of children with SEN about provision made at the school?	Complaints are handled as swiftly and effectively as possible. Class staff teams develop positive and effective relationships with parents/carers and are able to resolve issues and concerns directly. Further advice and support can be accessed through the SENCO Hannah Howell or the Head Teacher Jamie Nielsen. The complaints policy for dealing with concerns about staff in the school is available on the website.
Who can young people and parents contact if they have concerns?	Our young people can speak to any member of staff if they have concerns. The advocates work with young people away from the classroom and this can often be a 'safe place' to discuss any worries they have. Concerns of safeguarding nature are reported in line with school policy to the Head teacher – Jamie Nielsen, Designated Safeguarding Leads: - Pastoral Manager – Aimee Clitheroe - Assistant Headteacher Norwich – Alex Sutton - Assistant Headteacher Kings Lynn – Charlotte Higgins - Assistant Headteacher Cloud22 – Terri Finch
What support services are available to parents?	Some of our children have an identified Education Health and Care Plan Coordinator allocated by the local authority who oversees their educational placement. Our advocates work with families and support parent/carers with any aspect of their child's development and needs. Where necessary they are able to signpost additional services and work closely with other agencies. The school's Mental

	Health and Youth Mental Health First Aiders and Trauma and Mental Health Informed Practitioners also support our pupils and their families in signposting appropriate services and facilitating engagement with these as well as offering a listening service
Where can the LA's local offer be found?	SEND Local Offer - Norfolk County Council