

What types of SEN do we provide for?	Pupils at Catch22 London Include are identified as having Social, Emotional, Mental Health (SEMH) needs. Some may also have additional learning and developmental needs.
How do we identify and assess pupils with SEN?	Most pupils at Catch22 London Include have Special Needs and hold an Educational Health Care plan (EHCP) which identifies their Special Educational Needs and end of year or key stage outcomes. Pupils are assessed by multi-agency networks before they are referred to us. All of our pupils experience some form of SEMH which impacts on their learning, and this is relayed to us by their commissioner/referrer. For those without an EHCP, we use this information to create an Individual Educational Plan (IEP). All students are assessed using: • Teacher Assessment • Risk Assessments • Pupil Support Plans (PSPs) Where a more in-depth, assessment is required, such as further mental health assessment, the school may liaise with outside agencies and/or CAMHS for specialist advice and support.
Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?	Our SENCO is Laura Brockway t: 020 3582 9351 m: 07775 998 158 e-mail: laura.brockway@catch-22.org.uk
What is our approach to teaching pupils with SEN?	All our pupils receive high levels of adult support and Quality First Teaching as standard. We believe that most children and young people 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. All pupils also have a PSPs which determines the interventions (Universal, Specialist and Targeted) that staff will utilise.
How do we adapt the curriculum and learning environment?	We can offer a flexible and person-centered 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 pupils.

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, many of our pupils hold Education, Health, Care plans. Pupils 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 endeavor to ensure that all classrooms and learning areas are language-rich environments, promoting the acquisition of new vocabulary. Pupils have access to smaller nurture spaces for working, where appropriate, and additional support as needed.
How do we consult parents of pupils with SEN and involve them in their child's education?	Admissions meetings are held for all new starters which parents/carers attend (where necessary these are completed at the child's home or by phone). Education, Health Care plans (EHCPs) are in place for the majority of learners, and these are reviewed as part of the Annual Review process with parental/carer involvement being key. Communication with families is regular and open by phone call and email. Parent/carers are fully involved with decisions about their child whilst at Catch22 London Include.
How do we consult pupils with SEN and involve them in their education?	At Catch22 London Include, pupil voice is very important. This informs our provision and the adaptation of our learning environment to meet the needs of our pupils. Pupils can express their wishes and feelings through Student Voice as well as reflection work within Form Time and Personal Development Sessions, and through the development of positive relationships with pastoral staff. Pupils' views are central to how PSPs, IEPs, and EHCPs (through the Annual Review process) are developed.
How do we assess and review pupils' progress towards their outcomes?	All pupils complete baseline assessments at the start of a new academic year, or upon entry to the school if arriving mid-year. There are then half-termly teacher assessments in core subjects to track academic attainment. PSPs are a live document, and changes are made according to need. Targets outlined in IEPs and EHCPs are reviewed according to suggested timelines, with Annual Reviews taking place at least annually.

How do we support pupils moving between different phases of education?	Many of our pupils feel anxious about starting at Catch22 London Include as they may have had negative experiences of school previously. Our aim is to ensure they have a renewed sense of place in their school community and to support them to find their purpose in the local community. We offer a therapeutic, trauma-informed approach to education, and pupils access group and individual pastoral sessions. PSPs are developed to ensure that pupils are meeting the requirements needed socially, emotionally and academically to succeed in the next phase of education, and that they are equipped with adult life skills to support their move to independent living.
How do we support pupils with SEN to improve their emotional and social development?	All our pupils are with us because their social, emotional and mental health needs have been a barrier to them achieving success in mainstream school. We provide a nurturing, supportive environment where all our pupils are made to feel welcome, and this is in-line with our Catch22 vision of the 3 P's (Place, Purpose, People). We work with every child on an individual basis and alongside their local boroughs to put in appropriate levels of support according to their needs. Class sizes are small, which allow our staff to build close relationships with pupils and their families, and for them to develop their trust and confidence.
What expertise and training do our staff have to support pupils with SEN?	Our SENCO is undertaking the NASENCO qualification and has experience of working in both mainstream and 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. Staff receive bespoke training and regular briefings/debriefs to ensure they are fully aware of learners' individual needs and how to support them effectively, but also that they feel supported themselves to provide for pupils.
How will we secure specialist expertise?	Many pupils come with additional diagnoses or are in the process of being assessed. We work closely with other professionals and parent/carers across a range of boroughs and Local Authorities. If a child is believed to require the support of specialist services such as further Educational Psychology (EP) support, Speech & Language Therapy (SaLT), Occupational Therapy (OT), or Children and Adults' Mental Health Services (CAMHS), this will be discussed with parent/carers and other professionals involved with the child to gather evidence for appropriate referrals.

How will we secure equipment and facilities to support pupils with SEN?	Our pupil's needs can be met with the placement funding allocated to us by the local authority. If 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 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 such as Social Care, CAMHS and the Youth Offending Team (YOT) via individual boroughs' Local Offer to ensure the needs of our pupils are met. Information is shared with key contacts in our multi-agency network on a regular basis.
How do we evaluate the effectiveness of our SEN provision?	All staff at Catch22 London Include are observed regularly to ensure that teaching and learning support are effective. We report back to Catch22 and pupils' Local Authority on the progress of our learners. Our effectiveness is judged internally using our School Development Plan (SDP) and School Evaluation Form (SEF), both of which are reviewed regularly. Our half-termly data collections, pupil progress meetings and Annual Reviews for those with EHCPs ensure we know exactly how all our learners are progressing and what next steps are needed 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 their pupils and can resolve issues and concerns directly. Further advice and support can be accessed through the SENCO: Laura Brockway, the Head of School: Georgina Gallagher, or the Executive 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. Concerns of a Safeguarding nature are reported in line with school policy to the Head of School: Georgina Gallagher, Designated Safeguarding Leads: Sonia Alexander and Tamme Chapman, or Deputy Designated Safeguarding Leads: Vontiana Geker, Laura Brockway
What support services are available to parents?	All our pupils with an EHCP have an identified EHC Coordinator allocated by the local authority who oversees their educational placement and works closely with our SENCO and parents/carers. Our pastoral team works with families and support parent/carers with any aspect of their child's development and needs and where

	necessary they can signpost additional services in the Local Offer. In addition, parents/carers can be signposted to their Local Authority's Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) for impartial advice and support as well as further, local signposting.
Where can the LA's local offer be found?	We work with several Local Authorities and boroughs including: SEND Local Offer Brent Council – Brent Bucks SEND Local Offer Family Information Service (buckinghamshire.gov.uk) – Buckinghamshire Ealing Families Directory Visit Ealing's Special Educational Needs & Disabilities (SEND) Local Offer – Ealing 0-25 SEND Local Offer Family Information Service (hackneylocaloffer.co.uk) - Hackney Local Offer for SEND London Borough of Hammersmith & Fulham (lbhf.gov.uk) – Hammersmith & Fulham SEND Local Offer London Borough of Hounslow – Hounslow SEND Local Offer Wandsworth Family Information Service – Richmond & Wandsworth