



Craftworks College – A part of the BrogdaleCIC Group

Special Educational Needs and Disability (SEND) and Inclusion Strategy



Contents

1. Foreword
2. Our Vision
3. Why is this important?
4. Strategic aims
5. Celebrating differences and promoting inclusion and support
6. Our inclusive environment standards
7. Related Policies
8. Legal framework
9. How will we know if we are making a difference?

Foreword

We believe every young person deserves the best outcomes in life. For young people with special educational needs and disabilities (SEND), it is important to ensure we put in place an inclusive and supportive curriculum that enables students to access and gain the support they need to thrive. To recognising their learning needs early and have good rapport with parents, carers and external multi-agency to support young people's progression.

We are committed to enabling, challenging and supporting our college to be inclusive so that best outcomes are achieved for all students. This is our SEND and Inclusion Strategy which sets out our vision, strategic priorities and key activities for our work.

We know from research, our data and feedback from families that it is important that we support the following areas to enables student to succeed in life:

- Support for students with SEND
- Eliminate stigma directed at personality and behaviour traits in SEND and Mental health conditions that lead to exclusion and isolation
- Timely and accurate assessment of needs, reducing appeals, tribunals and complaints
- Clear communication regarding expectations and support
- Collaborative multi-agency support for those who need it to prevent students from "slipping through the cracks"
- Support students with SEND to access opportunities after education

Our SEND and Inclusion Strategy will outline how we will work to address the above issues i



Our Vision

Mission Statement Craftworks part of The Brogdale CIC Group

All students are able to form trusting relationships, participate in learning through college, work experience, and community activities, to gain the skills, qualifications, and confidence to take their next steps in life.

This works within the Vision and Ethos of The Brogdale CIC Group

Vision of The Brogdale CIC Group

We believe that everyone can make a contribution to society, no matter what their ability or background. Each person is of value. We aim to provide a practical learning experience enhancing skills, providing qualifications and equipping young people with a positive next step into adulthood.

Etho of The Brogdale CIC Group

We aspire to create a safe space, where young people can be and feel valued, make positive social connections, learn and thrive.

Why is this important to us?

The issues impacting SEND:

There are currently 36,900 school ages students with SEND in Kent. Of these, 9,861 have an Education Health, and Care Plan (EHCP) in place to support them in accessing the learning environment.

Research has found that students with SEND who are not supported to access the learning environment have negative emotional and behavioural outcomes, including: 'messaging around', distracting others, shouting or ignoring teachers. Many families are not satisfied at the level of support for their children and as a result there are too many appeals, tribunals and complaints for Kent County Council. This coupled with staff misunderstanding these symptoms as a 'naughty' or 'disobedient' young person, creates a vicious cycle that perpetuates further negative emotional and behavioural outcomes and even the risk of becoming NEET for SEND young people; which is especially challenging as in Kent there are many young people with SEND without an educational placement. These concerns have long-term implications as it is noted, too many young people with SEND are not able to achieve independence as they move into adulthood and find meaningful employment.

Therefore, at Craftworks College we take a person-centred approach for students. We seek to be inclusive in all our practices, ensuring that all students SEND needs are met; that we promote an environment where student can be and feel valued through the demonstrating of mutual respect and modeling of positive relationships to build good social connections and support to assist the students to learn and thrive.



What do our students think?

We find that some students have felt let down by their previous providers, where their personal and academic needs were not met resulting in their attendance dropping and their attention needing behaviours increasing..

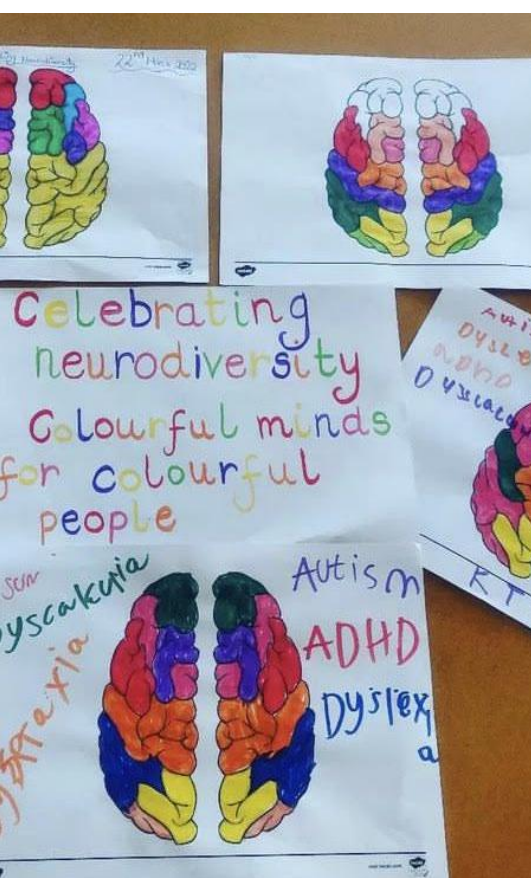
When we asked our learners 'Why is SEN support important to you?', this is how they answered:

'So we can succeed and progress more in college and outside of college'
- Craftworks College student

'Because I found it hard to focus on my work, but then I went to a special needs school and they helped me'
-Craftworks College student

'...to help us, some of us struggle'
- Craftworks College Student

'It's important because I didn't get that much help before Craftworks'
-Craftworks College Student

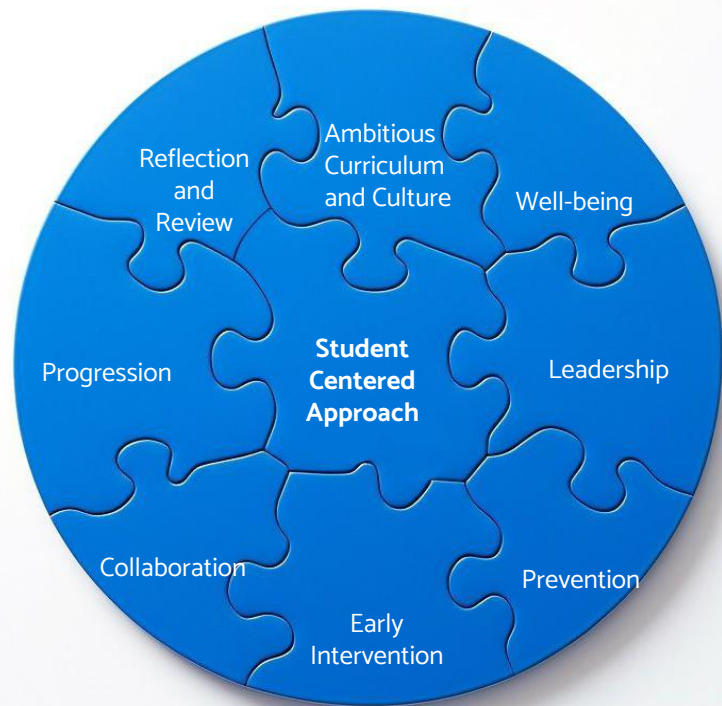


Our Strategic Aims

Student Centered Approach:

At Craftworks college we follow a person-centered approach to supporting students with SEND. We ensure all students access provision through appropriate provision planning guided by the needs outlined in the students Education Health and Care Plan (EHCP). Their EHCP is a person-centered legal document detailing a young person's additional educational needs, the support they need, and the outcomes they would like to achieve. We have found that the outcomes within EHCP are often daunting for students to access them and achieve. They need them to be broken down into manageable chunks and set as targets. These targets are reviewed regularly by staff and students to encourage reflective thinking and progress, the students can support their own academic development and move towards independence through these reviews. Progress is monitored and evidenced by our GROWTH Journals, which are a dynamic record of a students personal journal throughout the academic year which can be taken home as a keepsake. To support our staff and students in maintaining an active stance towards target achievement we set deadlines reviewing them termly.

There is a growing body of evidence that points to one common factor in supporting young people to develop well-being and positive behaviours so that they can learn and thrive. Every young person that succeeds has had at least one stable and committed relationship with a supportive adult. The power of that one strong adult relationship is a key ingredient to developing a positive, adaptive response in the face of significant adversity. At Craftworks College we pride ourselves in knowing our students well. We believe that every young person deserves the opportunity to thrive irrespective of the adversity they may face. By building strong supportive relationships with students we are better able to address concerns when they arise as the trust and respect has been formed to enable all to be open to challenging conversations.



Leadership:

At Craftworks there is a clear vision that is actively promoted by the leadership team. The college has embedded and ethos of working in co-production with staff, students and parent/carers. We promote being in a learning environment, continually offering training to our staff to build on their skills and knowledge, reviewing data and current innovation to improve the college. We are an inclusive organisation advocating for the positive benefits of a diverse workforce and society. Our curriculum supports accessibility and adaptive learning. We ensure this through observation and monitoring of the SEN strategy and action plan. We will:

- Board members take overall responsibility for the proactive implementation of processes,
- Provide resources that support a inclusive college
- Act as role models and advocates for the college ethos and vision
- Provide training to support SEND needs
- Have open conversations to improve accessibility and wellbeing development.

Ambitious Curriculum and Culture:

Our values and ethos underpin all aspects of college life. The college is structured to allow students to have small classes with local work experience opportunities to support them in participating in community life. We have 7 sites across The Swale and Ashford districts to help reduce travel times for learners and build social connections in their local communities. We look to understand and work with each individual, viewing them as a whole person rather than their diagnosis and empowering them to make their own choices. We focus on the positive and create a culture of social inclusion, choice, and shared respect whilst promoting responsibility. We support young people in setting goals for themselves and encourage families to be partners in this process. We are conscious that professionals should be 'on tap' and not 'on top', there to signpost support and opportunities to encourage self-learning.

Our vocational courses are implemented through comprehensive project-based work that immersively embeds English, IT, mathematics and personal development (including life skills) into everyday activities. Working in a project-based way means that students are repeatedly experiencing the sequencing of key skills within their core subject so that learners can see links between different areas of knowledge and skills and links to employment and next steps.

Each project takes into account the building of skills, embedding and hard wiring the knowledge through repetition, practical application, and assessment. Assessment is supported with a person-centered approach, co-ordinators and tutors liaise closely with the SEN team to ensure reasonable adjustments are in place for the students, where needed. This project-based approach to learning successfully builds confidence for students, applying their skills in a practical way, working as part of a team, and making learning fun. This builds a sense of belonging and pride in what they achieve, connecting the learning from education to the skills needed for the world of work and independent living. Students of all abilities can find a part to play and gain skills and knowledge that lead to qualifications. The impact this has is that these skills seamlessly translate to support them across a variety of experiences that await each young person after college. They have repeatedly used the skills in a variety of projects to demonstrate application in various guises. This sequenced and regularly assessed approach means students have had the necessary guidance, support and encouragement, allowing them to plan a future where they can feel safe, make social connections, learn and thrive; entering into for instance employment, further education, supported apprenticeships, volunteering, making friends, living independently with the confidence to try new things.



Collaboration:

Students benefit from access to our specialist therapists throughout the year. We work with a team of highly trained specialists, including: Speech and Language Therapists; Occupational Therapists; Physiotherapists; Music Therapists; as well as Specialist Teachers who are experts in their fields to support our learners' access to education. Students work with therapists on a timeline that suits their needs as outlined in their Education, Health and Care Plans and this is constantly monitored throughout the year for impact and effectiveness by the SENCo.

Further observations take place throughout the year to identify any additional needs students may have as soon as possible. This means those without a therapy provision outlined on their EHCp are able to access support when identified. There is a thorough process in place from pre enrollment to offrolling to ensure that each student has access to the therapies that will support that access to learning and developing.

Each year students are able to feedback on their experience of our SEN provision through the annual review of the EHCp process. An annual review is an opportunity for all those involved in supporting a student to learn and progress to review and update a young person's EHCp with their outcomes. The multi agency feedback supports our development.

YOUR GROWTH

Evaluating the GROWTH journal

Growing our wellbeing resources



Pathways:

At Craftworks college we are taking proactive steps to ensure learners are accessing the appropriate levels of support throughout the time with us. We have a robust admissions and progressions process that supports students from enrollment to offrolling. We aim to provide an ambitious curriculum for all students, linked to the Waves Model of Intervention, this supports personal development and wellbeing as they move through their pathway on their journey with us. We have 3 Pathways (Universal, Targeted and Specialist). This ensures that students are baselined for their support needs to enable them to access the appropriate curriculum. We monitor progress through the pathways to ensure that students are meeting their targets and long term goals so that they develop into young people who are able to be independent and thrive in their next steps.

A student who is on a Universal pathway would be able to access a full qualification and curriculum

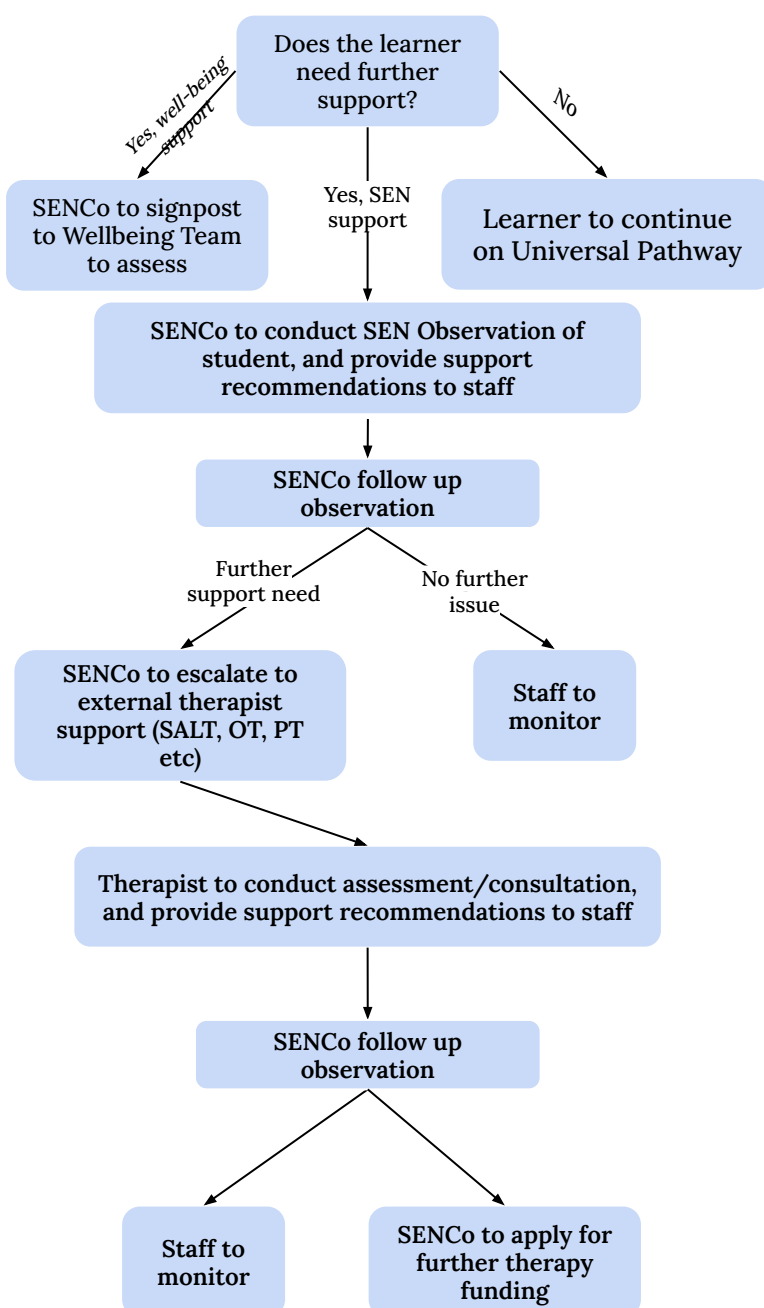
A student who is on a Targeted pathway will have an EHCp, may be accessing therapeutic support, may be doing their qualification across 2 years with unit accreditation across the year.

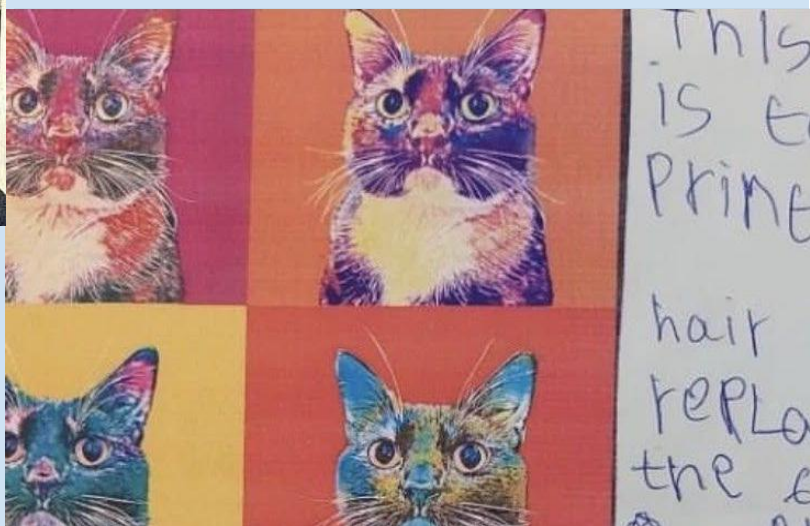
A student that is on a specialist pathway may be a student who is on our re engagement programme, working as phasing into the college and receiving support around wellbeing, work sent home via google classrooms and or maybe on site and working towards a qualification and be on a RARPA Recognising and Recording Prior Attainment.

We provide staff pathways as well as students. Each member of staff has a CPD continual professional development pathway that supports their skills and knowledge. This enables them to be current in SEND areas and best support the students.

Students are able to move between pathways, we recognise that mental health is a continuum and that some students may have times where more support is needed.

Special Educational Needs and Disability (SEND) Referral for Support Process:







Wellbeing:

We committed to promoting the wellbeing of all throughout Craftworks College. We are aware of the negative stigma and discrimination related to challenging behaviour and poor communication and actively seek to change the perception of those who do not understand that all behaviour is an outward expression of feelings being communicated. We seek to promote wellbeing and accessibility through working together to promote the voice of the student and the development of clear processes that actively enable students to be and feel valued, make social connections so that they can learn and thrive.

Progression:

At Craftworks College we aim to have far-reaching impact on our learners and so understand the need to work with the progressions team to support students exploring who they are and considering their next steps. We believe every student should be encouraged to have high aspirations and dreams for their future.



Reflection and Review:

The progress and success of this strategy will be monitored by the Deputy head of Emotional Health and Wellbeing and the wider college management team. We plan to actively review our strategy annually through student, staff, parent/carer feedback and progress data.

How will we know it is working?

SEN Target Action Plan:	Deadline:
100% of students have a personalised provision plan and supporting documents (pupil profiles, risk assessments, behavior support plans, consultation documents) by Term 2.	Term 2
The expectations for GROWTH reviews will outline that 75% of staff are meeting expectations for the GROWTH journals on each review.	Term 1, Term 3, and Term 5
75% of staff are actively seen using SEN strategies and resources within their lessons.	Term 2
85% of students will have achieved their targets and progressed to a new target.	Term 3
85% of staff are adhering to the SEN Deadlines and expectations by term 3	Term 3
75% of students are able to outline the target they are working on and where they can find this information.	Term 3
Attendance has improved across sites by 10% by the end of each term	Each Term
Students have improved their pastoral Outcome star score by 10% by the end of each term	Each term
Students have improved their Vocational target review scores by 10% by the end of each term	Each term
Students scores increase by 10% by the end of each term stating that they have developed a sense of community within Craftworks College	Each Term

What is working so far?

Our curriculum:

Our students and their needs are at the forefront of everything we do. We offer a robust re-engagement program for NEET students, specialist therapists and clear pathways for individual support.

Our sites:

All sites adhere to our inclusive environment standards in line with the SEN Code of Practice: visual aids, fidget toys, clutter free and clean, resourced and calm.

Therapists:

All students who needed access to therapy on their EHCp in the academic year 22-23 received specialist therapist. All students who have been identified by staff with new needs have received a consultation by a trained specialist therapist. We have had exceptional feedback from students and staff regarding positive relationships and the impact of therapists on site. Therapists are timely and thorough with report writing and recommendations.

Annual Reviews:

We have had great engagement with students, their families and external professionals at and prior to annual reviews.

GROWTH Journals:

GROWTH Journals have a new and improved look for 23-24 made in collaboration with students and staff.

EHCp Outcomes and Targets:

Staff are well trained in creating SMART targets to support outcomes in collaboration with students. Students are receive termly 1:1 with staff to discuss their targets and progress.

Behaviour and Incidents:

Staff are excellent at de-escalation behaviours so we have few incidents. Staff are informed and able to access resources on emotional literacy. Sites are well resourced with communication supports for those with SEN and SEMH needs. Class sizes are small, with a high staff to student ratio. Students are supported by the wellbeing team, and regular SEN observations occur to identify any further need for support.