



Annual SEND Report for REACH Learning Provision

Academic Year: 2023-2024

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1. Introduction

This report reviews and evaluates the SEND (Special Educational Needs and Disabilities) offer at REACH Learning Provision for the academic year 2023-2024. As an alternative provision, REACH supports students who may struggle in mainstream educational settings due to various learning, social, emotional, and behavioural challenges. This report summarises the key outcomes, successes, challenges, and future plans to enhance the effectiveness of our SEND provision.

2. Overview of SEND Provision

REACH Learning Provision is committed to creating an inclusive, supportive, and adaptive environment where students with SEND can achieve academic success and personal growth. Our mission is to provide tailored educational support to help learners reach their potential. We serve students across a range of needs, including:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Speech, Language, and Communication Needs (SLCN)
- Social, Emotional, and Mental Health needs (SEMH)
- Specific Learning Difficulties (SpLD), such as dyslexia and dyscalculia

Our staff collaboratively develop individualised support strategies and personalised pupil plans (PPPs), which are reviewed and updated regularly to meet each student's changing needs.

3. Student Profile

Our students represent a wide range of SEND, with some needing moderate support and others requiring more intensive interventions. The predominant needs among our students include autism spectrum disorders, social-emotional and mental health needs, and specific learning difficulties such as dyslexia.

4. Key Achievements and Outcomes

Academic Progress

- **Reading and Literacy:**

Students demonstrated varying degrees of progress in reading and literacy. Targeted interventions, including structured reading sessions and spelling programs, have been instrumental in helping students develop foundational literacy skills, particularly in decoding, comprehension, and reading fluency.

- **Numeracy:**

Numeracy skills have shown positive growth among students who have received tailored instruction in foundational math concepts.

Interventions focused on real-life applications and small-group work have helped students better engage with numeracy and develop problem-solving skills.

- **Core Subjects:**

Students have shown measurable progress in core subjects such as Maths and English. Differentiated lesson plans, multisensory materials, and individualised support have enabled students to access the curriculum at a level that meets their unique learning needs, fostering steady academic improvement.

Social, Emotional, and Behavioral Development

- **Self-Esteem and Confidence:**

Through social skills interactions, some individual counselling, and positive behaviour support plans, students have shown varied improvements in confidence and self-worth, which were reviewed by self-assessments and participation in classroom activities.

- **Behavioural Interventions:**

Behavioural incidents have remained low over the academic year, reflecting the success of proactive behaviour management strategies, structured routines, positive reinforcement systems, and staff training in de-escalation techniques.

- **Attendance and Engagement:**

Attendance has shown improvement among students, partly due to individualised attendance plans, support for anxiety-related attendance issues, and an engaging curriculum connecting students' interests and strengths. A great relationship with staff members has also been a great addition in encouraging students to attend REACH regularly.

5. Key Interventions and Support Strategies

Academic Interventions

- **Literacy and Numeracy Programs:**

Literacy and numeracy programs and small-group or one-on-one support have effectively supported foundational skills for students who require additional academic assistance.

Social, Emotional, and Behavioral Support

At REACH Learning Provision, we recognise the critical importance of addressing our students' social, emotional, and behavioral needs to ensure their overall well-being and success in the classroom. Our approach to supporting students in these areas is multifaceted and tailored to each learner's individual needs.

- **Mentoring and Counseling:**

One-on-one mentoring is a core element of our approach, helping students to build resilience, self-confidence, and positive social skills. Mentors work closely with students to set and achieve realistic goals, offering guidance on managing emotional responses and fostering self-regulation. Mentoring sessions also focus on developing coping mechanisms for managing stress and anxiety and building trust and communication skills.

In addition to mentoring, students dealing with more significant emotional or psychological challenges may have referrals made to outside agencies with permission from parents.

- **Behavior Support Plans:**

For students with more complex behavioral needs, we develop individualised Behavior Support Plans that focus on reinforcing positive behaviors and proactively addressing challenging behaviors. These plans are tailored to the student's specific needs and designed to promote self-regulation, improve focus, and reduce disruptive behaviors. Strategies within the Behaviour Support Plans may include clear expectations, visual supports, reward systems, and regular check-ins with staff to monitor progress and adjust strategy as needed.

- **Restorative Practices:**

We implement restorative practices when behavioral incidents occur to help students learn from mistakes and build stronger relationships. These practices involve structured conversations where students reflect on their actions, understand the impact of their behaviour on others, and discuss ways to repair any harm caused. Restorative practices focus on fostering empathy and personal responsibility, aiming to restore relationships and reduce the likelihood of recurring behavioural issues.

- **Emotional Regulation and Coping Strategies:**

Many students at REACH benefit from targeted interventions aimed at improving emotional regulation. We encourage students to calm themselves and regain focus when feeling overwhelmed. In addition, staff are sensitive to recognise early signs of distress and to intervene in ways that support emotional de-escalation.

- **Family and Caregiver Involvement:**

Engagement with families and caregivers is crucial in supporting students' social, emotional, and behavioural development. We work closely with parents to ensure consistency between school and home in terms of emotional support and behavior management strategies. Regular communication with families, including updates on progress and strategy, ensures that students receive comprehensive support in all areas of their lives.

Staff Training and Development

- Staff have access to a large range of training to support our SEND offer and reinforce CPD.

6. Challenges and Areas for Improvement

1. Parental and Caregiver Engagement:

While many families are actively engaged, some caregivers face challenges attending meetings or implementing recommended strategies at home. Some parents also failed to sign up to our app which allows them to view their child's progress and behaviour updates.

To encourage full family involvement, we aim to strengthen communication and provide more flexible support options.

2. Complex Needs of Students:

An increasing number of students present with multiple needs requiring a high level of individualised support, necessitating additional planning and resources to address effectively.

7. Future Objectives and Action Plan

- **Enhanced Academic Support:**
 - Introduce additional literacy and numeracy support focusing on foundational skills. Implement targeted support for personal and wider world development.
- **Increased Parental Involvement:**
 - Introduce flexible communication options (e.g., online meetings, newsletters) to make it easier for all families to engage and participate in their child's learning journey.
- **Expansion of Therapeutic Services:**
 - Seek to expand therapeutic services, including a dedicated in-house counsellor, to ensure access to necessary emotional and therapeutic support as part of our holistic approach to learning and well-being.
- **Enhanced Staff Training on SEND Needs:**
 - Continued advanced training on complex SEND needs, including ADHD and trauma-informed practices.

8. Conclusion

The 2023-2024 academic year has been positive for REACH Learning Provision's SEND program. Despite challenges, our focus on creating a supportive, individualised, and nurturing learning environment has led to measurable outcomes across academic, social, and behavioural areas. We are committed to ongoing improvement through close collaboration with students, families, and staff, ensuring that each student receives the best support possible.

Our future goals include enhancing academic interventions, increasing parental involvement, expanding therapeutic services, and supporting staff professional growth to meet our students' needs. We look forward to implementing these strategies in the coming year, and we are confident they will further our students' success.

Report Approved by:

Corrine Scott

A handwritten signature in black ink that reads "Corrine Scott". The signature is written in a cursive style with a large initial 'C'.

Head of REACH Learning Provision