



Bristol Tuition Centre

Alternative Provision Curriculum and SEND Policy

Policy name	Owned by	Ratified by	Date	Review date
Curriculum Policy	Swindon Tuition Centre	Jo Vertannes	19.07.2020	19.07.2021

**Policy Updates**

Review date	Update Summary	Reviewed by:	Next Review:
19.07.2021	Added Preparing for Exams and Plans for Vocational courses	J. Vertannes	19.07.2022
20.02.2022	Note this AP Curriculum Policy replaces the previous Curriculum Policy	J.Vertannes	20.02.2023
16.03.2022	Full Policy Review. Transitions added. Barriers to Learning and Engagement added.	J.Vertannes	16.03.2023
21.09.2022	Added in SEND Legislation and updated SEND roles	J.Vertannes	21.09.23
30.09.2024	Policy Review	S.Alsop	30.09.2025

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## Introduction

Bristol Tuition Centre provides a bespoke and innovative Alternative Learning Provision (ALP) service offer, underpinned by nurture ethos and other evidence-based approaches. We work with pupils with social, emotional and mental health issues, complex special needs and disabilities, additional learning needs and those that have found mainstream schooling difficult or have disengaged from education.

On average, 85% of our students (secondary) arrive with an EHCP; we put EHCPs for 10% of our students (primary). The remaining 5% are without an EHCP, have undiagnosed SEMH or are in the Not in Employment, Education or Training (NEET) category.

Our practice prioritises the importance of inclusion and is at the heart of the delivery of our alternative provision services. We believe this will provide a safe and supportive learning environment whereby students can grow, develop and progress to their full potential. We seek to deliver a learning environment which promotes participation and removes barriers to learning and overcomes personal challenges tutees may face, to ensure they are given the opportunities they deserve.

## Aims & Objectives

Bristol Tuition Centre aims to ensure that all children have access to a bespoke, broad and balanced curriculum, designed appropriately to meet each individual's needs. Please see our Alternative Provision Curriculum Policy.

Our AP Curriculum & SEND Policy aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Detail our service offer within our Alternative Provision
- Outline procedures for key tutors in the design and delivery of individual curriculums to support pupils with SEND or other vulnerabilities
- Support successful transition pathways to mainstream, special schools or post-16 destinations
- Support the academic, emotional, social and vocational achievement of tutees with SEND.

- Embed pedagogies and theories underpinning our practice

Our company objectives aim to:

- Provide a truly inclusive environment for all regardless of ability or disability, social or economic status
- Champion equal access to education for all pupils by removing barriers to learning
- Ensure children and young people with SEND receive equal opportunities in education, social participation and achievement.

## Legislative Compliance

This policy and information report is based on the statutory legislation:

- [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care plans (EHCP), SEND coordinators (SENDCOs) and the SEND information report.
- [The Equality Act 2010](#)
- [The National Curriculum](#)

## Definitions

A tutee 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.

## Roles and Responsibilities

### The SENDCO and DSL

The SENDCO and DSL is Lucy March , Head of Curriculum and SENDCO

The SENDCO will:

- Work with the Head of Operations and Strategy and the Head of Alternative Provision to determine the strategic development of the AP Curriculum and SEND Policy and provision within the company.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual progress of tutees with SEND, including

those who have EHCPs.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that 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 delegated budgets and other resources to meet students' needs effectively.
- 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.
- Work with the Senior Leadership Team (SLT) to ensure the company meets our responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the company keeps the records of all students with SEND up to date.
- Lead on Curriculum Design and Reviews including Engagement Programmes for tutees with SEND.

### The Head of Operations and Strategy

The Head of Operations and Strategy is Luke Wareham.

- Have overall responsibility for the provision of learners with SEND.
- Ensure the AOP Curriculum and SEND objectives filter into annual business plans and quarterly reviews.

### The Head of Service Delivery

The Head of Service Delivery is Nicky Hewlett

They will:

- Work with the SENDCO and SLT to determine the strategic development of the SEND policy and provision.
- Work in partnership with the SENDCo to ensure provision planning is robust and flexible the tutee's needs, changes in circumstances.

### Senior Additional Needs and Community Tutor

The Senior Additional Needs and Community Tutor is Beth Nortley-Jones

They will:

- Assist the Head of Curriculum with the monitoring of tutee's Individual Learning Plans ensuring they are completed to a high standard and inclusive

### Tutors

All tutors are responsible for:

- The progress and development of every tutee they work with
- Working closely with colleagues, seniors and managers to plan and assess the impact of support and interventions and how they can be linked to teaching methods
- Working with the SENDCO and Head of Curriculum to review each student's progress and

- development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

## **Our Service Offer**

Our organisation works to ensure that the centre offers a safe base and pupils developmental needs are considered in planning interventions. We deliver targeted curricula and Individualised Lesson Plans (ILP) to engage learners in:

- Maths. Key stage 1-4, Functional Skills Level 1-2;
- English and Phonics. Key stage 1-4, Functional Skills Level 1-2;
- Science. Key stage 1-4;
- Emotional Literacy;
- PSHE and safeguarding;
- Pastoral and multi-agency support;
- Careers, life skills guidance;
- AQA Unit Award Scheme;
- Optional studies:
  - Forest school;
  - Nature Nurture Project
  - Walking and Talking;
  - Art;
  - History;
  - Religious Studies;
  - ICT;
  - Music and drama;

We are also in development of new Pre-16 and Post 16 courses for:

- Land-based access courses;
- Employability Level 1-2;
- Business Studies Entry Level - Level 3;
- Sports Mentoring and Coaching Traineeship;
- Childcare and Education Traineeship;
- Work experience placements
- Essential digital skills
- PSHE
- Lifelong learning skills
- Careers guidance

## **SEND INFORMATION REPORT**

### The Types of SEND Supported

Bristol Tuition Centre provides bespoke provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition, Speech and Language difficulties
- Cognition and learning, for example, Moderate learning difficulties, Dyslexia, Dyspraxia
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical needs, for example, Visual Impairments, Hearing Impairments, processing difficulties, medical conditions

## Identifying Tutees with SEND and Assessing Needs

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Initial meeting with students, guardians and schools to collect information on SEND, behaviour difficulties and student's Voice, including positive interests and triggers. We use attainment data provided via an online referral form. We then complete a behavioural risk assessment as part of the referral process.

The Service Delivery Manager uses this and the student's EHCP and safeguarding data to create the needs assessment. We match a tutor who can meet these needs.

After gaining the student's up-to-date grades (not always possible), we do a baseline assessment to ascertain academic levels and identify gaps in learning. [Click here for Baseline/Diagnostic](#)

We then create specific learning objectives from the Schemes of Work (SOW) that enable tutors to plan their lessons effectively. Please see Alternative Provision Curriculum Policy for links to these assessments. [Click here to view the full Curriculum Portfolio.](#)

Example ILP Layout



1. Needs Assessment on first tab
2. Following tabs include current term's lesson, SOW's, assessments and AQA UAS records.

## Consulting and Involving Tutes and Parents/Carers

We will have an early discussion with the student and their parents/carers when identifying whether special educational provision is needed. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents/carers when it is decided that a student will receive SEND support.

All SEND supported students and students with Education Health and Care Plans (EHCPs) will have a dedicated key tutor, who is responsible for writing their end of term report and updating their ILP, which is shared with all relevant tutors.

During periods of home learning (e.g. National lockdown), Bristol Tuition Centre will stay open

for Tutees with SEND or other vulnerabilities through a mixture of face-to-face and online sessions. Door visits are made weekly to non face-to-face attendees.

Parents/carers are encouraged to contact and meet with key tutors and managers if they have concerns or questions at any point they feel necessary.

## Assessing and Reviewing Progress

Ongoing Assessment of Tutees with SEND's progress towards outcomes include:

- Termly progress assessments EHCP target reviews
- Termly risk assessment reviews
- Annual Reviews
- Strategies to overcome learning barriers – updated regularly;
- RAG (red, amber, green) rating for monitoring level of understanding, summative assessment and behavioural incidents;
- Mock exams results - set three times a year.
- Engagement Trackers

The Head of Alternative Provision and SENDCO finalises a termly Data Submit, which includes crucial data metrics such as individual and cohort academic progress and engagement data so that the SLT can evaluate student performance and modify intervention strategies for tutees with SEND.

Key tutors make regular assessments of progress for all students via their Individual Learning Plans (ILP's) and identify those whose progress fails to match or better the child's previous rate of progress. This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Key tutors will work with the SENDCOs to carry out a clear analysis of the Tutee's needs. This will draw on:

- Academic assessments
- The tutees experiences xperience of the student
- Previous progress and attainment
- Previous behaviour data including Behaviour Log and Reflect and Restore
- Other tutors assessments or observations
- Impact of interventions
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

We review the effectiveness of the support and interventions and the impact of these on the student's progress each term when completing End of Term Reports.

All tutors and engagement workers who work directly with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching/ strategies to engage



approaches that are required through the Tutee's ILP.

For further assessment, Bristol Tuition Centre may work in partnership with multi agencies in order to conduct testing or screening to establish underlying needs, to inform early intervention and support. This could include an Educational Psychologist or health services such as the Primary Mental Health Specialist from the Child and Adolescent Mental Health Service (CAMHS) or refer to the Community Paediatrician. We ensure that we work closely with parents and work in partnership with them at each stage of this process.

3.

## **Measuring Achievement**

### **Introduction**

We monitor students' progress via their Individual Learning Plans (ILPs) which include their:

- Initial assessment, risk assessment and EHCP targets;
- Current working at grades;
- Strategies to overcome learning barriers – updated regularly;
- Lesson plan summaries and objectives;
- RAG (red, amber, green) rating for monitoring level of understanding, summative assessment and behavioural incidents;
- Mock exams results - set three times a year.

The Curriculum Managers finalise a termly Data Submit, which includes crucial data metrics such as individual and cohort academic progress and engagement data so that the SLT can evaluate student performance and modify intervention strategies.

### **Practice and Organisation**

#### Checking learning

Tutors present the subject matter clearly, promoting appropriate discussion about what they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback in the moment. In doing so, they respond and adapt their teaching as necessary.

#### Termly Lesson Plans

The Termly Lesson Plans are added as a tab with an RAG rating for both academic understanding and behaviour.

Curriculum Progress Key	
	Fully Understood can move on
	Understood but need to revisit
	Not Understood

Lesson Plan									
Date	Tutor	Lesson 1	Attainment	Lesson 2	Attainment	Lesson 3	Attainment	Behaviour	Has student understood all activities
8, 2021	Dan	Simplifying algebra	→	Science - concentration of solutions	→	Practice for Year 6 SATS maths	→	→	Excellent motivation, attitude and productivity today. Very impressed!
8, 2021	Dan	Simplifying algebra	→	Science - concentration of solutions	→	Practice for Year 6 SATS maths	→	→	Excellent motivation, attitude and productivity today. Very impressed!

### SOWs

The tutor cross-references progress against the SOW and updates RAG rating on the SOW tab accordingly to monitor coverage of the syllabus and the student's learning gaps.

### EHCP Targets, RARPA & Annual Reviews

EHCP Targets will be followed using lesson plans and measuring their outcomes using the individualised targets and key indicators tool via the online Boxall Profile System. Prior to attending annual reviews, tutors must work through students' RARPA Powerpoint with tutees to capture their hopes and dreams which will be delivered by key staff during their annual review.

Line Managers assist staff in planning strategies to work towards tutee's EHCP targets.

### End of Term Reports

End of Term Reports are completed by Key Tutors and detail an overview of subjects covered throughout the term, behaviour and attitudes towards learning, concerns, meetings attendances and the monitoring targets.

## Exam Preparation

Tutors recognise the importance of adequate exam preparation, calculating sufficient time in partnership with the Curriculum Leads in order to assist tutees so that they are ready, understand the syllabus and used to test and exam situations. Tutors use online tests to gain understanding of individual tutee's learning styles and what they can do to get the best out of their revision.

Please see the **Appendix** of this document for Learning styles and strategies (Based on the 7 learning styles by Harvard Professor Gardner)

## Tutor reflection

All tutors are given 1-1.5 hour Supervision sessions every 6 weeks which cover discussion of key pupils, wellbeing, reflection, progress and engagement strategies. During very busy periods, Peer Supervision sessions are offered as an alternative option.

## **Assessments**

### Academic Assessments

Academic assessments are used regularly for all Evening Tutees and Catch- Up Programme Tutees to evidence the impact of the tuition programme. These have been developed by our Curriculum Manager for Functional Skills- Entry level, Level 1, Level 2, and also GCSE Foundation and Higher using the National Curriculum and breaking the assessments into subject areas. On the first tuition session a baseline assessment is completed by the tutor and the scores are sent to the Curriculum Manager. The scores of following assessments are sent again and compiled and analysed by the Curriculum Manager. The Curriculum Manager can then identify where progress is taking place and whether a Curriculum Mentoring Session may need to take place to support the tutor.

Academic assessments are completed regularly, at least once a term or more often for shorter tuition placements.

**Baseline assessments and end of term assessments can be found in the [Curriculum Portfolio](#).**

## **Inclusion**

Tutors set high expectations for all tutees. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Tutors will plan lessons so that pupils with SEN and/or disabilities can study relevant National Curriculum subjects as chosen by their school and ensure that there are no barriers to every pupil achieving.

Tutors will also take account of the needs of tutees whose first language is not English. Lessons will be planned so that teaching opportunities help tutees to develop their English and access the subjects they need at the right level.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Celebrating Achievement**

### **AQA Unit Award Scheme**

The Unit Award Scheme (UAS) is a unique recording of achievement scheme, rather than a qualification. It offers learners the opportunity to have their achievements formally recognised with a certificate each time a short unit of learning is successfully completed.

There are no limits on:

- what can be accredited, as long as it is worthwhile and meaningful for the learner
- who can achieve, in terms of age or ability
- how long it takes to achieve or when this takes place
- how learning can be evidenced.

Flexibility is key with UAS, and the programme's motto is 'Achievement for All'. It encourages and supports learners to show them what they can do, rather than what they cannot. It provides a wide range of units which are differentiated, making accreditation accessible to all pupils regardless of their ability. Furthermore, through allowing amendments and writing our own units, we are able to expand and customise units to our pupil's individual learning interests and needs. We use the UAS as a recognition tool for self-esteem and provide a pathway for learner engagement.

To search for units please visit: <https://www.aqa.org.uk/programmes/unit-award-scheme>

[Click here for the AQA Unit Award Scheme 'How to Guide'](#)

### **End of Term rewards**

To reward tutee attendance or attainment, key tutors are encouraged to organise End of Term Rewards - whether this be a group takeaway or a special go-karting session- at Swindon Tuition Centre we believe in celebrating successes.

## **Emotional Literacy**

We have embedded Emotional Literacy in our teaching and learning strategies. Many students struggle to control emotions and lack the vocabulary to express their feelings. Teaching emotional literacy

through discussion and multimedia enables students to learn to understand their feelings and triggers and how to use calming techniques and reflection.

Walking and talking is a 1:1 project run by experienced wellbeing staff, whereas Nature Walks includes open-ended SEMH questions, self-reflection, and solution-focused models.

Reflect and Restore meetings when an escalation in behaviour occurs to discuss what happened, the impact and how we can move forward (SMART). Combined with our behaviour de-escalation training, staff have found a reduction in the number of behavioural incidents and a more positive learning environment.

## **Social Achievement**

The majority of our Secondary Tuition, is delivered on a 1:1 basis; however, we also provide additional opportunities:

- Daily supervised interactions between students and staff within the centre and role modelled;
- Group board/card games during the breaks;
- End of term reward outings like ice skating, go-karting, dining out, and zoo visits;
- Awareness or themed celebration days;
- Cooking activities;
- Duo link ups for group English AQA units;
- Vocational pre and post 16 course.

Last year we implemented an 'Acts of Kindness' event whereby our tutors choose an act of kindness that student's and other staff must try to complete within a month. The subsequent discussions about this promoted mutual understanding and good-heartedness.

## **Vocational Achievement**

We allow students to pick AQA Unit Award Scheme units based on their interests and career goals to help prepare students for:

- Further Education;
- Training or Employment;
- Volunteering Skills;
- Career Preparation;
- Punctuality, and Self-Presentation;
- Teamwork;
- Problem Solving;
- ICT, including Creating a CV.

Our Pre and Post-16 Tuition Curriculum is in current development

Service plans covers the following:

Level 1 or 2 in Land-based studies

Entry in Employability Skills  
Entry Level - Level 3 Business Studies  
Work experience placements  
Functional Maths  
Functional English  
Essential digital skills  
PSHE  
Lifelong learning skills  
Careers guidance

## Barriers to Engagement and Learning

It is important to recognise barriers to engagement and learning across the different stages along the ALP journey. Certain barriers are evident across all stages of the ALP journey:

- Individual barriers include trauma, childhood adversity, low self-esteem, low aspirations, developmental immaturity, poor mental health, insecure attachment, poor social skills, rebelliousness, early substance use, head injury.
- Family barriers include parental mental health or disability, poor parenting/neglect, parental substance misuse, domestic violence, inconsistent care, parental history of abuse/neglect.
- School/neighbourhood and community barriers include peer rejection, stressful events, poor academic achievement, poverty, stressful/traumatic events, community violence, peer on peer abuse, associating with drug-using peers, criminal exploitation.
- The Covid 19 Pandemic has been a National barrier to accessing learning and engagement for pupils even with schools and ALP's staying open for vulnerable pupils.

Our organisation aims to address some of the above barriers to learning by ensuring the following processes are in place:

- Clear Service Level Agreements outlining responsibilities
- Shared Policy Drive - updated frequently to reflect specific school needs.
- Attendance at multi-agency meetings to work carers/key partners in improving outcomes - free of charge
- Staff training in mental health and safeguarding topics.
- Staff are trained in de-escalation techniques without any form of physical restraint (to build trust).
- An Attendance Strategy Flowchart is in place and Attendance Improvement Plans are implemented for those with low attendance including reward incentives.
- The use of the young persons' voice to effect changes to service delivery via feedback surveys, placement reviews and RAPPAR.
- The Vocational Manager works alongside the Curriculum Manager to improve aspirations and career goals.
- Structured lessons with regular brain breaks
- Opportunities to reflect on internalised stressors linked to experience in previous educational setting
- SEND adjustments: use of multi-sensory stimulating methods
- Online distance learning opportunities.

Our organisation aims to address some of the above barriers to learning by working with parents by:

- Conducting an initial meeting with parents to discuss expectations
- Using Tutee Induction booklets to welcome them, outline our values, safeguarding staff, attendance procedures and partnership working with mainstream school/ interagency support.
- Key tutors keep in regular contact with the parents to chase attendance/lateness, discuss issues or provide positive session feedback.
- Key tutors completing home visits when tutees are absent
- Managers conducting meetings for ongoing attendance issues.
- Parents attend Reflect and Restore meetings after medium-serious incidents have taken place to discuss ways to move forward/ change
- Daily Lesson Plans/End of Term Reports are shared with parents/carers
- Open door policy to parents/carers

## Staff Training

The SENDCO has completed the following training:

### Special Educational Needs Coordination Training Online

We train staff internally and offer external CPD training in:

- Safeguarding (Level 2 Child Protection + safeguarding specific training);
- Mental Health in Young People;
- Managing Behaviour
- ILP's and BKSB E-Learning

We encourage staff to complete recognised qualifications to improve their expertise such as courses in:

- Level 2 Understanding Specific Learning Difficulties;
- Understanding Autism
- Among many others

Our SENDCO shares best practices across the team, as do managers and tutors with learning resources for SEND. We also hire tutors, TAs, sensory specialists, and children's workforce workers.

The Alternative Provision staff team will have a minimum of 12 staff development afternoons per year to work on the following:

1. Safeguarding training and PSHE in the curriculum
2. Curriculum training/ improving subject knowledge
3. Sharing best practice
4. Planning unique and engaging lessons

# Transitions

## Appropriate Support and Transition

We develop clear transition pathways for tutees to school, college, apprenticeship or employment by ensuring we:

- Robust planning for implementing and transitions and monitoring outcomes;
- Use national research to inform our procedures;
- A dedicated Transition Coach;
- Internal staff training in careers guidance;
- Use resources from the Youth Employment Teaching Organisation;
- Include Transitional Support within our curriculum policy;
- We embed the importance of transition in our Nurture Ethos;
- Analyse data to improve the transition processes.

The Transition Lead maintains and monitors a Transition Planning spreadsheet to ensure rigorous implementation of planned transitions, this includes:

- Careers Guidance Sessions (years 10 & 11);
- Lead SLA makes contact to request transition info (KS1-KS3);
- Transition decision goes to the review panel;
- Options for transition decisions and data analysis;
- Record of Onward Destination (initial choice);
- Assisted college interviews;
- New and residential school visits;
- On college placement pending grades;
- Help students determine a Plan B in case their first choice is not initially successful;
- DSL makes contact with post 16 planned placement to establish relevant contact details to allow us to track the student's progress;
- Relevant support and safeguarding information shared by DSL;
- Transition sessions offered where the key tutor or transition coach attends part-time with the student for their first few days/weeks (subject to funding);
- The agreed payment details for transition sessions;
- Post 16 Final Destination Check;
- Record of Onward Provision (years 12 & 13), including email addresses, phone numbers, contact dates and designated staff to monitor progress.

## Staff Training

The Transition Lead delivers Careers Advice training to all SEN staff. It covers the following:

- Supporting aspirations and ambitions;
- Engaging those with low aspirations and addressing concerns;
- Working in partnership with family and carers;
- Learning essential life skills and knowledge;



- Assisting with decision making with qualification/apprenticeship options and choice of education setting;
- Adequate Resources for careers advice;
- Choosing first-choice accredited grades and creating a backup Plan B;
- Developing a CV, filling out application forms and covering letters;
- Interview techniques and practice.

## Transition Lead

The Transition Lead handles concerns that families and carers have that the tutor cannot resolve, arranging meetings to determine a plan of action. The coach has regular contact with the family and destination establishment to resolve issues quickly and also monitors which students have not secured a post-16 provision and can allocate additional 1:1 time.

## Transition Resources

We use the Youth Employment website to plan and deliver careers advice sessions. Students use the Young Professional Programme to boost their skills and career confidence. They can produce Professional online profiles, including an 'About Me' section and a CV template to enter grades, skills, interests, volunteer work, etc.

<https://www.youthemployment.org.uk/>

The Virtual work experience guide is a compilation of video clips about the world of work, types of careers that exist and what recruits are looking for in a candidate. The guide includes skill tests, quizzes and reflection summaries.

The Young Professional Programme offers the following courses:

- Preparing for your future (14-16);
- All about you;
- You, your education and training;
- You and your life skills;
- Boosting your life and work experience;
- Your career plans and goals.

<https://www.youthemployment.org.uk/employment-help-young-people/choices/online-skills-and-career-s-courses/preparing-for-your-future-online-course/>

All tutors assist students in year 10/11 to complete the above courses. Additional options include:

- Journey to work (17);
- Explore work experience (14+);
- Considering apprenticeships.

Tutors plan extra lessons for Year 11s who have completed the Youth Employment course in year 10. AQA Unit Award Scheme has nearly a hundred Certificates of Achievement relating to careers, including general and specific career paths.

Additional resources include:

- Student Advice on help with exams, revision and education options;
- Careers hub to explore potential careers, job descriptions, required skills and live jobs;
- Removing Barriers in life and employment (mental health, diversity, disability, getting around, young carers, substance abuse, young parents, etc., and strategies to overcome these.

## Planning Expectations

Staff receive 1.5 hours admin per week for planning activities. Curriculum Managers and Lead roles receive additional admin time in addition to this.

## Subject Knowledge

Tutors use the document [The National Curriculum Level Descriptions for Subjects](#) which contains the full level descriptions for all National Curriculum subjects from level 1 to exceptional performance. Level descriptions are the criteria for assessing pupils' progress. Using the level descriptions tutors are able to make judgements about their tutees' performance in National Curriculum subjects. We use Scheme of Works for Functional Skills Planning tailored to the examining board the pupil will be input for.

## Pedagogy and theories underpinning our practice

Through a mixture of in-house and external training, staff's pedagogical knowledge is developed and improved over time. The following pedagogy and theories underpin our working practices:

### A Whole Organisation Nurture Ethos:

A Nurture Ethos can be implemented as a whole-school (or organisation) approach. Nurture theory, based on evidence based research, puts forward that some children and young people have had missed early nurturing experiences which affect their future learning, development and wellbeing. It promotes the significance of attachment theory and neuroscience for nurture practice which underpins the **Six Principles of Nurture**:

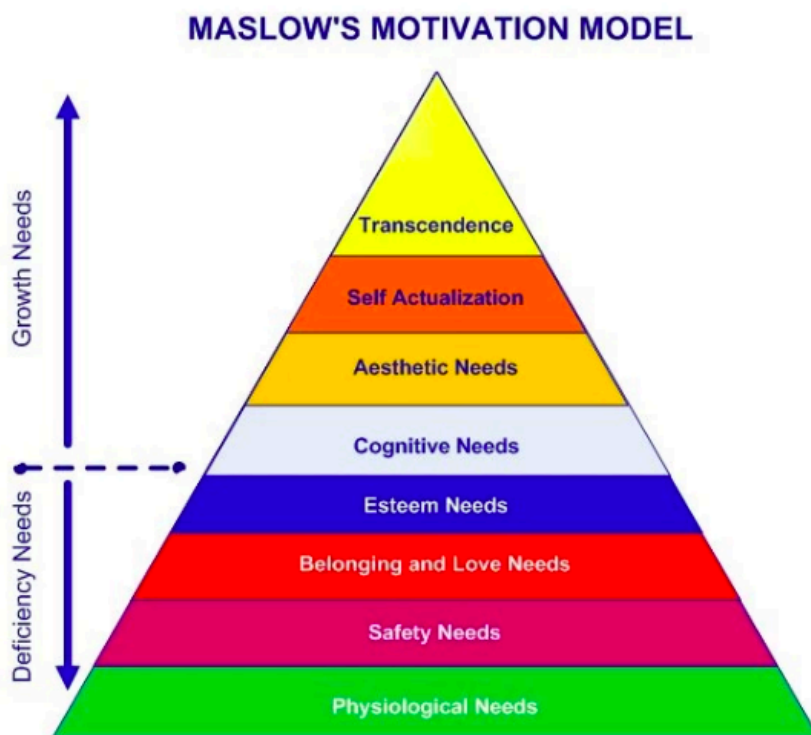
1. Children and young people's learning is understood developmentally
2. The centre offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

## Maslow's Hierarchy of Needs

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates human behaviour. Once that level is fulfilled the next level up is what motivates us, and so on.

### The expanded hierarchy of needs

Maslow's (1943, 1954) five-stage model has been expanded to include cognitive and aesthetic needs (Maslow, 1970a) and later transcendence needs (Maslow, 1970b).



### How this model underpins our practice:

Tutees must have their biological and psychological needs met first such as food, drink, shelter, warmth and sleep. Secondly, they must have their safety needs met such as protection from harm, order, law, stability and freedom from fear. This is why Safeguarding is one of our core values - to make sure these things are in place, as without them Maslow's theory suggests that progression to the next level is not possible.

The next level to be met is that of love and belongingness which links to receiving and giving affection and love, friendships, intimacy and being part of a group. This is where we promote positive relationships to key tutors and potential group activities for socialisation. The next level Esteem Needs was classified into two categories (1) esteem for oneself (dignity, achievement, mastery,

independence) and (2) the need to be accepted and valued by others (e.g., status, prestige). This is where we link the emphasis on the development of self-esteem directly to the tutees' ability to access the Curriculum. We use the recognition of small achievements through the AQA Unit Award Scheme as a motivational tool.

### In Summary

Tutors main aims are to assist in tutee's cognitive development however Maslow's Hierarchy of Needs / Motivation model outlines the importance of meeting presiding needs first. The model proposes that humans only seek motivation for cognitive needs such as knowledge and understanding, curiosity, exploration and need for meaning once the other basic human needs, or as in the diagram names 'deficiency needs' have been met first. This supports our key objectives in both the delivery of effective safeguarding practice and the use of recognition as a self esteem tool whilst highlighting them as key ways to remove barriers to learning.

To read further about the other needs [click here](#).

## **Other principles and practice**

Other principles and practice we follow that lead to effective tuition outcomes are:

1. Listening to the pupil's voice.
2. Using a low- arousal approach (how we speak and approach situations with SEMH tutees)
3. Clear thinking about longer term learning outcomes as well as short-term goals.
4. The importance of building on pupils' prior learning and experience.
5. The effectiveness of scaffolding pupil learning.
6. Using a range of techniques including guided learning and individual activity.
7. The importance of developing higher order thinking and metacognition (thinking about thinking), and in making good use of questioning in order to do so.
8. The importance of embedding assessment for learning appropriate to the individual pupil.
9. The importance of inclusivity and being able to adapt to the diverse needs of a range of learners
10. Recognising and recording progress and achievement for the big and the smaller things.

### 10.14 Working with other agencies

In our academy, we have Learning Support Assistants and Staff with knowledge and

experience of supporting students with a wide range of Special Educational Needs and Disabilities.

Bristol Brunel Academy also works with external services that include: •

Educational Psychologist

- Speech and Language Therapist

- Behaviour specialists

- Occupational Health Team

- Sensory Support Team (Visually-Impaired and Hearing-Impaired Teams) •

Bristol Autism Team

- Mental Health Support Team

- Child and Adolescent Mental Health Service (CAMHS)

- Paediatricians and Health Services

  - Off the Record, Creative Youth Network, Empire Boxing; Princes' Trust, Families & Young People's Service (FYPS), Families in Focus

- School Nurse

The introduction of Education Health & Care Plans has brought a greater emphasis on specialist services from health and social care being involved and communicating a joint approach to working with and supporting young people.

### 10.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made initially to the person responsible. For example, the class teacher, tutor, or SENDCO in the first instance.

If you are not satisfied that your concerns have been addressed informally, please refer to the Complaints Policy.

13

#### SEND Policy & Information Report 2022

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions

- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

### 10.16 Contact details of support services for parents of students with SEND

21

- Lou Coles, AAP Learning Support SENDCo, [louise.coles@clf.uk](mailto:louise.coles@clf.uk) - 07850 076503
- Nathan Rutter, SENDCo, [nathan.rutter@clf.uk](mailto:nathan.rutter@clf.uk) - 0117 3772700 • Sydney Wesley-Weeks , Leader of Learning Support, [sydney.wesley.week@clf.uk](mailto:sydney.wesley.week@clf.uk) - 0117 3772700
- Chloe Drake, Acting Leader of the Personalised Learning [chloe.drake@clf.uk](mailto:chloe.drake@clf.uk)  
Sophie Elsbury, Leader of the Personalised Learning Centre, [sophie.elsbury@clf.uk](mailto:sophie.elsbury@clf.uk) - 0117 3772700
- Jen Cusack, Vice Principal [jen.cusack@clf.uk](mailto:jen.cusack@clf.uk) - 07825 807373

### 10.17 The Local Authority Local Offer

*Bristol SEND Local Offer* is a website full of information for children and young people with special educational needs and disabilities (from birth to 25 years old) and their families.



<https://www.bristol.gov.uk/web/bristol-local-offer>

Bristol's Local Offer has information on:

- Education – including nurseries, schools and colleges
- Health services in Bristol
- Short breaks, personal budgets and direct payments
- Local events and activities for children and young people with special educational needs and disabilities

South Gloucestershire Local Offer can be found on their website:

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>

If your concern is with the local authority, then please contact the school or SEND and You SENDIAS – SAY <https://www.sendandyou.org.uk/> Tel: 0117 9897725

10.18 Additional Information There are also websites that offer support which are run by national charities. Examples are:

- The British Dyslexia Association.- <http://www.bdadyslexia.org.uk/> • The National Autistic Society- <http://www.autism.org.uk/>
- The Dyspraxia Foundation- <http://www.dyspraxiafoundation.org.uk/> • The ADHD Foundation- <http://www.adhdfoundation.org.uk/>
- The Social Communication Trust  
http:- <http://www.thecommunicationtrust.org.uk/>
- Anna Freud National Centre for Children and Families leading mental health charity. <https://www.annafreud.org/>

### Data Protection Implications

Bristol Tuition Centre uses and stores data related to student's SEND needs. All data use is in line with current legislation as outlined in our GDPR and Data Protection Policy.

### Monitoring arrangements

This policy will be reviewed by Nicky Hewlett, Head of Service Delivery. It will also be updated if any changes to the information are made during the year. It will be approved by the Senior Leadership Team.

### Links with other policies and documents

This policy links to our policies on:

Alternative Provision Curriculum Policy

## Equality and Diversity Policy

- GDPR and Data Protection Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy

Identifying pupils with SEND, to be able to best meet the individual's needs, takes place at our referral stage initially. Young people being assessed or having been assessed as part of the EHCP Planning stage is indicated here. After this stage our DSL attends safeguarding and tutee support meetings (TAF, TAC, TAS, CHIN, Core Group, Annual Review, and CP meetings) where their SEN needs and the assessment suggestions are discussed.

Curriculum based assessments at regular intervals (quarterly) and also Boxall profiles are conducted 4 monthly following an initial assessment to ascertain their SEMH needs when they are referred to us or 4-6 weeks after they begin.

During the above stated meetings a tutee's attendance and performance within sessions are discussed with the core team around the tutee allowing the professionals to discuss their progress and support needed to maintain / further these steps and adjust their programme and meeting of their needs as necessary.



## Policy Review

An outstanding tuition centre is a centre full of effective teaching that secures strong outcomes for all children and young people no matter what their background is. Therefore, teaching and learning is the cornerstone of everything we do and as such it is at the heart of Strategic Business Plan. We carry out through quality assurance processes to continuously improve the curriculum and service we offer (please see our Quality Assurance Policy). The Alternative Provision Curriculum Policy is reviewed annually at a minimum by the SLT.

## Links with other policies

This policy links to the following policies and procedures:

Quality Assurance Policy

Safeguarding Children and Young People Policy

Behaviour Policy

Health and Safety Policy

Exams Policy

Equality and Diversity Policy

## Appendix

Learning styles and strategies (Based on the 7 learning styles by Harvard Professor Gardner):

Type of Learner	Preference for way of learning	Strategies
Visual:	Tutee prefers using pictures, images, and spatial understanding.	<ul style="list-style-type: none"><li>● Use visual aids - most other learners will benefit from visual elements as well.</li><li>● Provide visual analogies and metaphors to help with visual imagery.</li><li>● Sometimes graphics are not easy to use for specific topics but consider writing key points in front of the class as this provides visual cues.</li></ul>

		<ul style="list-style-type: none"> <li>● Substitute words for colours and pictures.</li> <li>● Ask the students to write down explanations and take notes because this entails looking at your presentation or visualising what you're presenting.</li> <li>● Colour or emphasises key points in text.</li> <li>● Avoid using large blocks of text.</li> <li>● Include exercises where the students create mind maps.</li> <li>● <u>Use storytelling</u> to help with visualisation.</li> <li>● Colour-code and organise any materials you provide as this helps organise things in their minds.</li> <li>● Get students to visualise using phrases, such as, "Picture this", "Let's see what you would do."</li> </ul>
Auditory:	Tutee prefers using sound and music.	<ul style="list-style-type: none"> <li>● Encourage your students to participate in discussions.</li> <li>● If reading is required suggest audio books if appropriate.</li> <li>● Suggest for them to listen to music as they go over material.</li> <li>● Allow recordings of your training sessions or make your lessons accessible via <u>online course platforms</u> - this is also helpful for other learning types.</li> <li>● Get students to pair up and explain concepts to each other.</li> <li>● Encourage problem-solving aloud.</li> <li>● Suggest rereading their notes back to themselves when they get home.</li> <li>● Use <u>mnemonic devices</u> and rhyming.</li> <li>● If you are explaining a story, play relevant sounds from your computer.</li> </ul>
Verbal:	Tutee prefers using words, both in speech and writing.	<ul style="list-style-type: none"> <li>● Use verbal teaching and writing activities.</li> <li>● Ask them to discuss or present.</li> <li>● Use acronyms or mnemonic devices.</li> <li>● Get the class to read aloud. Try to get them to read in a varied way rather than in monotone.</li> <li>● Role-playing, for example, <u>practicing elevator pitches</u> or interactions between employees and clients.</li> <li>● Ask them to teach members of the class certain material..</li> <li>● Suggest they reread and rewrite their notes, including summaries.</li> <li>● Incorporate quizzes into your lessons.</li> <li>● Show them or provide them with lists of key words.</li> <li>● Providing these learners with a combination of information in a variety of verbal ways can assist their learning, for example, they may initially read about a concept, afterwards they listen to an audio to support what has been read, then they write notes and finally they partner up with someone and discuss the topic.</li> </ul>
Physical:	Tutee prefers using your body, hands and sense of touch.	<ul style="list-style-type: none"> <li>● Use physical exercises and provide hands-on experiences.</li> <li>● Exercises where they are standing and walking are very effective.</li> <li>● Include activities where they use a pen and paper to map out their thoughts and problem-solve because writing is a physical exercise.</li> <li>● Find a venue that provides these learners with large spaces so they can write and draw.</li> <li>● Encourage them to draw diagrams, graphs and maps.</li> <li>● Get them to interact with physical objects or solve puzzles.</li> <li>● Role-playing.</li> <li>● Provide real life examples, such as, <u>case studies</u>.</li> <li>● Suggest reviewing their notes whilst they engage in physical activity.</li> <li>● Ask them to teach other class members some of the lesson content.</li> <li>● When you are asking them to visualise, explain the sensations that would be felt, such as, "The wind was forcibly hitting against the left side of my body."</li> </ul>
Logical:	Tutee prefers using logic,	<ul style="list-style-type: none"> <li>● Provide the class with problem-solving tasks.</li> <li>● Challenge them to work things out for themselves.</li> </ul>

	reasoning and systems.	<ul style="list-style-type: none"> <li>● Ask them to interpret abstract visual information.</li> <li>● Include critical thinking exercises.</li> <li>● Provide statistics and facts.</li> <li>● Ask them to suggest conclusions after providing them with evidence.</li> </ul>
Social:	Tutee prefers to learn in groups or with other people.	<ul style="list-style-type: none"> <li>● Be inquisitive and ask them what they think about a concept/topic/idea.</li> <li>● Ask them to bounce ideas off of each other and compare their ideas with others'.</li> <li>● Allow them to discuss and share stories.</li> <li>● Include group work.</li> <li>● Engage in a role-play.</li> </ul>
Solitary:	Tutee prefers to work alone and use self-study.	<ul style="list-style-type: none"> <li>● Ask questions so you know what they're thinking and how they're feeling.</li> <li>● Provide individual problem-solving exercises.</li> <li>● Explain why the lesson material is important as solitary learners are often interested in outcomes.</li> <li>● Along with this, give the class ways to track their progress.</li> <li>● Suggest links between what they have previously learned/should know and new concepts.</li> </ul>