**Cicely Haughton School**

**SEND Information Report 2018-19**

**Contributing to Staffordshire Local Authority Local Offer.**

**School Name**: Cicely Haughton School

**Designation**: Residential Special School for students 4-11 with primary special educational needs of social, emotional and mental health and additional needs of communication and interaction and cognition and learning.

**Our Vision and Aims are:**

* Building Relationships by engaging pupils in learning that excites, develops and challenges
* Teaching that meets the individual needs of learners
* Create opportunities to return to mainstream education where appropriate
* Learning Together – **T**ogether **E**veryone **A**chieves **M**ore

**To do this we:**

* To deliver a balanced and appropriate curriculum to meet the needs of pupils and differentiate for those who require a more flexible approach to learning
* To deliver enrichment activities to add quality and breadth to the curriculum offered
* To help pupils make sense of their own behaviour and to improve self-confidence and self-worth
* To promote and value links with families to work in partnership with the school
* To ensure effective resources are utilised to maximise the opportunity for every pupil to lead safe, happy, healthy and successful lives

**Core Provision to Support Access to the Curriculum**

* Small classes (7) with at least two staff.
* Students organised in classes according to their strengths and weaknesses.
* Students taught in stable groups by a recognised teaching team to support attachment issues.
* School work matched to the abilities of individual children.
* Whole range of extra-curricular activities to enable students to achieve.
* Flexibility in outlook and curriculum.
* Continuity of class-based timetables.

**Access to a Supportive Environment**

* Nurturing ethos permeates the school and residential areas
* Residential provision to support social interaction and life skills.
* Healthy Schools status.
* Dyslexia Friendly status.

**Strategies to support Literacy**

* Learning Support unit
* Individualised programmes of support (small group and 1:1 support)
* Newly updated Library and reading texts
* Interactive English programmes
* Review meetings held each term and pupil interventions put in place
* Dyslexia friendly resources and teaching strategies in place in every classroom
* Moderation by teaching staff
* Use of Entrust to support staff through training to promote teaching strategies to support pupils literacy work
* Targets shared with pupils and parents/carers
* Residential support and reinforcement
* Pupils (where appropriate) complete SATs and OATs tests at the end of year/key stage
* RWI synthetic phonics scheme for pupils below the level of the National Curriculum
* Use of new technologies such as Ipads to reduce barriers to learning

**Strategies to support Numeracy**

* Learning support unit
* Individualised programmes of support (small group and 1:1 support)
* Review meetings held each term and pupil interventions put in place
* Moderation by teaching staff
* Use of Entrust to support staff through training to promote teaching strategies to support pupils maths work
* Targets shared with pupils and parents/carers
* Residential support and reinforcement
* Pupils (where appropriate complete SATs and OATs tests at the end of year/key stage
* Use of new technologies such as Ipads to reduce barriers to learning

**Strategies to Support Behaviour**

* Additional Needs Support for students struggling to access classrooms
* All staff trained in SCIP de-escalation and positive handling.
* All students have individual behaviour plans.
* Individual behavioural risk assessments.
* Intervention behavioural/ plans to enhance individual support plans
* Boxall Profile skills analysis to supplement for interventions
* Behaviour management plans
* Extensive rewards and recognition system.
* Behaviour tracking systems informing interventions and progress online to parents and carers.
* Reintegration screening for pupils aiming to return to mainstream school

**Social, Emotional Development**

* Residential experiences in term time
* Whole range of extra-curricular activities to promote success and wellbeing.
* Emotional profiling to identify deficits and set positive targets.
* Staff who model mutual respect and unconditional valuing.
* Celebration of success.
* Involvement in local community
* PHSE/Enrichment curriculum.
* Expanding programme of cultural and sporting visits.

**Supervision at Unstructured Times**

* Extensive grounds - space to find time to calm.
* High staff supervision ratio managed by teaching staff.
* Breakfast club.
* Breaktime clubs/ dinner clubs
* Can do attitude linked to good facilities.

**Access to Medical Intervention**

* Personal care plans.
* Staff trained in administration of medication, substance misuse, bereavement, sexual health and relationships.
* High proportion of first aiders.
* Healthy School status.
* Cook our own food on site.
* School nurse.
* Medical advocate at Health reviews.

**Arrangements to Promote Access: Building, curriculum, information**

* Local authority transport and escorts.
* School website.
* School based mini-buses and drivers.
* Newsletters.
* Open door policy for visitors.
* Parents’ Evenings/Sports Days/Summer Fayre
* Balanced gender representation in staffing.
* Integrated care and school staff.

**Planning & Assessment**

* Curriculum attainment tracker informing target setting and interventions.
* Annual reviews.
* Personal Education Plans.
* IBP’s.
* Transition Plans.
* Care Plans.
* Social and Emotional Profiling /Assessment/ tracking.
* Moderation of pupils class work.

**Engagement with Parents/Carers**

* Comprehensive induction programme.
* Family link support worker.
* Individual pupil keyworkers.
* Designated safeguarding officers.
* Transition coordinators
* Parent Governors.
* Parents’ evenings.
* Progress reports.
* BLOT behaviour tracking.
* Independent visitor.

**Communication with Professionals**

* Part of Manor Hall Academy Trust
* Education Psychologist input
* CAMHS.
* Local Support Team.
* Social Care- building resistant families/intensive prevention.
* YOT.
* NSPCC.
* Police (local arrangement)
* Assessment Team.
* Virtual School.
* County Transport.
* Special School Company Networks.

**Specialist Experts in School**

* Nurture accredited staff
* Dyslexia screening.
* SCIP link co-ordinators
* Mental Health Champions

**Arrangements for Specialist Experts Outside School**

* Sports coaching.
* Visiting therapists.
* Music tutor.
* Visiting drama group.
* Outdoor pursuits instructors.

**Monitoring and Evaluating the Impact of the Additional and Different Arrangement on Progress**

* BLOT.
* Emotional development profiling.
* Enhanced emotional development profiling.
* Case studies of interventions.
* Profile.

**Transition Arrangements**

* Admissions to the school and through the LA’s panels. Papers and records are sent to the school.
* Parental meetings with carers/parents- tour of school.
* Transition arrangements from feeder schools involve visits, activities and visits to current setting
* Transition arrangements (including re-integration) past Year 6 are managed by our Transition Manager and are tailored to individual needs.
* Excellent results in returning pupils to a mainstream education

**Outreach Work**

* Support identified mainstream schools re: Behaviour and Nurture
* Enable a legacy at these schools for the future

For further information about Staffordshire’s Local Offer please visit <https://www.staffordshiremarketplace.co.uk/>