

**Cicely Haughton School**  
**SEND Information Report 22-23**  
**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 that our curriculum equips our pupils with:**

- A bright Future
  - with life skills enabling them to access the world around them
  - as responsible and respectful citizens
- Positive Well-being
  - with improved positive physical and mental health
  - as enriched individuals Building Relationships by engaging pupils in learning that excites, develops and challenges
- Independence
  - with improved self-regulation
  - with improved independence

**To do this we:**

- Deliver a balanced and appropriate curriculum to meet the needs of pupils and differentiate for those who require a more flexible approach to learning
- Deliver enrichment activities to add quality and breadth to the curriculum offered
- Help pupils make sense of their own behaviour and to improve self-confidence and self-worth
- Promote and value links with families to work in partnership with the school
- 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 (8) with at least two staff.
- Students organised in classes according to their strengths and areas for development
- 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 base
- Individualised programmes of support (small group and 1:1 support)
- 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
- Targets shared with pupils and parents/carers
- Residential support and reinforcement
- Pupils (where appropriate) complete SATs and Assessments at the end term/year/key stage
- RWI synthetic phonics scheme
- Use of new technologies such to reduce barriers to learning

**Strategies to support Numeracy**

- Learning support base
- 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
- Targets shared with pupils and parents/carers
- Residential support and reinforcement

- Pupils (where appropriate) complete SATs and Assessments at the end term/year/key stage
- PowerMaths and White Rose scheme
- Use of new technologies such 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
- 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.
- Break time clubs/ dinner clubs

#### **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.
- 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-bus and drivers.
- Newsletters.
- Open door policy for visitors.
- Parents' Evenings/Sports Days/Summer Fayre
- 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 Local Academy Board Members
- Parents' evenings.
- Progress reports.
- 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.

#### **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**

- Behaviour tracking
- Emotional development profiling.
- Case studies of interventions.

#### **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/>