

**Cicely Haughton School**  
**SEND Information Report 23-24**  
**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
- with 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 achieve 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, emotions and strategies for regulation
- 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**

- Students organised in classes according to their strengths and areas for development
- Small class sizes (8 max) with at least two staff
- Students taught in stable groups by a recognised teaching team to support attachment issues, self-regulation and emotion coaching.
- School work matched to the abilities and needs of individual children.
- Whole range of extra-curricular activities to enable students to achieve and experience new opportunities.
- 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.
- Regular support from school nursing team

**Strategies to support Literacy**

- Learning Support base
- Individualised programmes of support (small group and 1:1 support)
- Access to accelerated reader incorporating a vast virtual Library and physical reading texts
- Interactive English programmes
- Synthetic phonics scheme (RWI) for all Up to Y2 then RWI spelling as a continuation
- Review meetings held each term and pupil interventions put in place via national tutoring scheme
- Dyslexia friendly resources and teaching strategies in place in every classroom
- Moderation by teaching staff
- Targets shared with pupils and parents/carers regularly
- Residential support and reinforcement within the school day
- Pupils (where appropriate) complete SATs and Assessments at the end term/year/key stage
- RWI synthetic phonics scheme taught to all
- 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
- RWI phonics and Literacy and Language Schemes
- Use of new technologies such to reduce barriers to learning

### **Strategies to Support Behaviour**

- Additional Needs Support for students struggling to access classrooms
- All children have access to The Den - this area offers some sensory support and one to one support focusing on zones of regulation and allows children to reset or complete work one to one without disruption to the remainder of the class.
- All staff trained in PROACT SCIPr UK® de-escalation and positive handling.
- All children have individual behaviour support plans and individual behavioural risk assessments or intervention behavioural/ plans to enhance individual support plans
- Boxall Profile skills analysis to supplement for interventions
- Extensive rewards and recognition system-weighted for success for all
- Behaviour tracking systems informing interventions and progress online to parents and carers.
- Reintegration screening for pupils aiming and capable of returning 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/ activity opportunities
- Access to art projects
- All children access nurture sessions on a daily basis

### **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**

- Staff trained in administration of medication, substance misuse, bereavement, sexual health and relationships.
- Personal care plans (where required/appropriate).
- High proportion of first aiders.
- Cook our own food on site.
- School nurse team support.
- Medical advocate at Health reviews and annual reviews if required.
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### **Arrangements to Promote Access: Building, curriculum, information**

- Accessible school website.
- Local authority transport and escorts.
- School based mini-bus and drivers.
- Newsletters-termly from classes.
- Open door policy for visitors.

- Access to class dojo for all parents/carers for information sharing and to support positive relationships and communication
- Parents' Evenings/Sports Days/Summer Fayre/Christmas production
- Church services for all to attend at Harvest Festival/Christmas and Easter.
- Integrated Residential care and school staff.

#### **Planning & Assessment**

- Curriculum attainment tracker informing target setting and interventions.
- Annual reviews/placement review for Y5 children.
- IBP's.
- Transition Plans.
- Care Plans.
- Social and Emotional Profiling /Assessment/ tracking.
- Moderation of pupils' class work.

#### **Engagement with Parents/Carers**

- Comprehensive induction and personalised transition plans.
- Individual pupil keyworkers.
- Designated safeguarding officers.
- Transition coordinators
- Parent Local Academy Board Members
- Parents' evenings.
- Progress reports.
- Independent visitor.
- Regular questionnaires

#### **Communication with Professionals**

- Established member of Manor Hall Academy Trust
- Education Psychologist support subscribed to annually
- CAMHS-close working partnership regarding information sharing and referral systems.
- Local Support Team.
- Social Care- building resistant families/intensive prevention.
- YOT.
- NSPCC.
- Police (local arrangement)
- SEND Assessment Team.
- Virtual School.
- County Transport.
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#### **Specialist Experts in School**

- Nurture accredited staff
- Dyslexia screening.
- PROACT SCIPr® 2x Instructors
- Mental Health Champions

#### **Arrangements for Specialist Experts Outside School**

- Visiting therapists.
- Pets as Therapy Dog visits
- Music tutor.
- Sporting coach visits
- 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 via consultation process.
- 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/>