

SSSfN SEN Information Report for Governors

This report was compiled by Sue Cooke (Governor with SEN responsibilities) with the assistance and support of Vicki Setters Exec Head (Qualified SENCO) and Rachel Thornberry SEND Lead.

SSSfN SEN Policy

- The policy was reviewed in September 2016 and contains the information as set out in the Code of practice.
- The policy sets out that the SSSfN aims to identify needs on entry and when they arise, provide teaching and learning contexts that enable every young person to achieve within an environment which is flexible enough to meet the needs of all members of the school community.
- Good quality assessment, good teaching and learning together with close monitoring of strategies and provision are a key aspect of the policy.
- School support
- Evidence of current practice reflecting the policy has been provided by Base Leaders to Leadership and Governor Standards and Performance Meetings, Governor Monitoring visits to bases alongside Whole School Internal Reviews.
- For the purposes of finance the policy sets out that as an Alternative Provision Academy it does not receive SEN funding in the same way as mainstream schools, funding is per place or individual. The policy makes reference to regular CPD and makes reference to the use of small groups with additional adult support or on a one to one basis, focussing on personalised learning.

SEN priorities complying with the SEN Code of practice include

- a strong focus on high aspiration – as part of the SSSfN inclusive policy all students are expected to make 1 sub levels of progress per term (mainstream set 2 sub levels per year) Progress is tracked carefully through the ILP.
- Greater emphasis of support – class teachers are expected to take action to remove barriers to learning and put effective special education provision in place.
 - The improvement plan 15/16 concentrated on improving progress of SEND group alongside other vulnerable groups in comparison with cohort as a whole.
 - MMG's(Mandatory Marking Grid) implemented and training given to staff around differentiation.
 - Monitoring and scrutiny of differentiation and marking and feedback were an important part of the work, especially reviewing the use of ILP's.
 - TA deployment to focus on achievement of specific outcomes

SSSfN SEN Background

- As a short term education provision for children in all years from reception to year 11 who have been excluded from mainstream the needs and profile of the children varies tremendously. Helping students to stay safe and healthy is of primary concern to the SSSfN and as such it recognises that all policies need to reflect that need.
- The personalised approach strives to eliminate prejudice and discrimination whilst developing an environment where all young people can feel safe.
- The approach of providing inclusive education, equal opportunities for all necessitates a cohesive policy package.
- Context of this report –.

	Whole School Autumn 15	Whole School Spring 16	Whole School Summer 16	SEHCP Autumn 15	SEHCP Spring 16	SEHCP Summer 16	SEN Support Autumn 16	SEN Support Spring 16	SEN Support Summer 16
Pupil Numbers	327	315	483	74 (23%)	72 (23%)	81 (18%)	177 (54%)	176 (56%)	225 (51%)

Identification of pupils with SEN Needs at the SSSfN

- The policy aims of identifying needs on entry is achieved by Assessment using a number of methods including standardised tests that relate directly to the four categories of need identified in the SEN Code of Practice. This allows accurate comprehensive ILP's to be produced for each student. If the student is identified as having SEND, provision is provided that is 'additional to or different from the normal differentiated curriculum, removing barriers to learning.
- Special Educational Needs can be considered as falling under the four broad areas of need as described in the SEN Code of Practice:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Mental and Emotional Health
 - Sensory and/or Physical
- At the SSSfN pupils spend up to three weeks in assessment following referral. The aim of this is to build a picture of each individual pupil by gathering information from:
 - Parent/Carer and pupil
 - School files and SEN records
 - Other involved professionals and agencies
 - Academic assessments
 - Reading and Spelling tests
 - Teacher assessments and observations
 - Staff discussions with SENCo and other colleagues
 - A range of specialist tests where appropriate
- ILP's - The nature of the student cohort means that time is spent initially ensuring a comprehensive ILP is produced during the Assessment stage. This is carefully monitored by staff to ensure that it is a working document, highlighting the student's particular needs and targets, ensuring support for progress.
During 15/16 a review of ILP use led to a new 2 sided working document being produced alongside the 3 page detailed summary. This has proved to be more effective. The ILP has been specifically tailored to meet the needs of different age groups with a Primary document and a Secondary document format available.
- The SENCO is responsible for the co-ordination of provision and is responsible to the Executive Headteacher in the first instance. Any provision or additional support for pupils with SEND is planned monitored and evaluated by the SENCO, working with the staff team under the supervision of the Executive Headteacher. Other professionals, including support staff and external agencies may become involved when practicable and/or necessary.

Parental Involvement with the SEN process at SSSfN

- At the point of Admission, time is spent identifying the student's primary needs. Discussion takes place where EHCP application process is explained and now as part of the Admissions pack the EHCP form for parents is included.
- Following the 3 week Assessment period used to produce the ILP the needs of the student are shared with parents. As an action point for 16/17 copies of all completed ILP's will routinely be sent home as the child finishes assessment. This will be in addition to any phone calls made home.
- The translation service is available for use where necessary and is used to provide information to parents.
- The ILP is set up at the point of admission with parents following the assessment period. It is a working document and as such is reviewed regularly by staff. Information is shared by telephone with parents on a regular basis.
- The school is looking at sending home a copy of the updated ILP's when significant changes have been made in addition to any phone calls made.
- Parents are always invited to attend EHCP/Statement reviews which only take place when the parent is present.

- If parents can't attend or won't attend the meeting the SSSfN operates a flexible approach and visits the home. Every effort is made to support Parent/Carers understanding of SEN processes and their child's entitlement.
- The geographical location of bases means that transport issues can be a barrier to involvement, either through parental lack of personal transport, insufficient public transport or cost. This is exactly why communication through the telephone has been extensively developed.
- A telephone log of contact with parents is kept.
- Vulnerable Families who are extremely needy, often they have a basic distrust of schools and other agencies so the telephone is used as a means of reporting positive work at school in order to build a working relationship with the parent.
- The SSSfN Recognises the personal and emotional investment of Parent/Carers so listens carefully and talks together with parents/carers to make plans to successfully overcome barriers to learning.
- The SSSfN will always seek Parent/Carer permission before making a referral to other agencies for support for their child.

Student involvement with the SEN process at SSSfN

- Listening to pupils views and involving even the youngest child in the decisions that affect their future.
- Marking Grid's provide students with direct feedback to their work enabling them to take a more focussed approach to their achievements and progress.
- Primary ILP has been redesigned to make it easier for children to contribute by using more accessible language e.g. What can I do to help, what can others do. This was as a direct response to making it a more working document with greater child input in line with the Code of Practice Requirements.
- Secondary ILP wording appropriate to age range allowing those students to have a direct input into their learning.

Transition of students with SEN

Transition is a part of life for all pupils. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving in to further education or employment.

- The SSSfN is committed to working in partnership with children, families and other providers to ensure positive transitions occur.
- The SSSfN's approach to re-integration is crucial in returning students to mainstream or acquiring the necessary specialist placement. Pupils with special educational needs will be served best by maintaining strong links with colleagues in mainstream settings and specialist placements. SSSfN work alongside mainstream to try and minimise pupil's worries about starting a new placement.
- Base staff assist with re-integration providing support for the student in the new establishment for up to 6 weeks unless capacity issues necessitate using Engage Educational Services.
- All relevant paperwork is provided for the new placement.

Attendance and Exclusion SSSfN students with SEN

- Statistically small numbers of students make it difficult to analyse especially as 1 or 2 students can make a significant difference to the data.
- Statemented and EHCP students once again account for the lowest rate of unauthorised absence whilst students with SEN support register slightly more than the SSSfN.
- Many of the students who arrive at the SSSfN have extremely poor attendance rates. A large % of the SEN support group are students who have had undiagnosed SEN difficulties. The Assessment process on arrival at SSSfN identifies the barriers to

learning and EHCP's are undertaken. These students and families can be some of the more complex ones to work with and require more time to change attitudes to school.

In relation to Exclusions

- Social Emotional and Mental Health(SEMH) is predominantly the primary area of need for SEND Core & Engagement students whilst Moderate Learning Difficulty (MLD) is predominantly the secondary need.
- The high predominance of SEMH need necessitates the high staff ratio. The increasing number of students suffering from Mental Health issues has been recognised by Leadership such that Mental Health/Medical Needs is Key Priority 6 strand of the School Development Plan 16/17.

In relation to gender

- There are no significant gender differences other than the gender split for the whole school, which is 82% male 18% female and likewise Statement and Educational Health Care Plan (SEHCP) data for Spring 15.

Monitoring of SSSfN students with SEN

Through data analysis:

- Outcomes of data include positive progress for students with SEN support.
- Ongoing investigation into the less positive progress data for SEHCP students has already identified the need to analyse the high significance of the number of such students contained at 'Compass' bases. The students at those bases are some of the most vulnerable in the SSSfN with complex social issues requiring specialist therapeutic support for students and families alike.
- Data analysis aids XLT to make informed decisions relating to improvement. As such attendance is Key Priority 1 in the School Improvement Plan for 2016-17

Through Leadership Monitoring

- Student Books are checked regularly by Leadership for evidence of progress. This includes reviewing the use of marking grids to ensure differentiation. Use of the grids has enabled more focus on student progress.
- Lesson Planning is reviewed by Leadership to ensure that full use is made of information contained in ILP.
- Termly Leadership reviews focus on the quality of teaching, learning and assessment.
- Governor monitoring is through visits to bases and scrutiny at monthly Standards & Performance Meetings where evidence is presented alongside data.

Through Staff involvement

- All staff within the SSSfN have day-to-day responsibilities with regard to pupils with special educational needs, and the care of such pupils is seen as a whole school responsibility.
- ILP's are used as a focus at some staff meetings to discuss student needs. Base Leaders have reported that this approach is helping to make classroom delivery more effective, evidence collected through monitoring exercises.
- ILP's - The nature of the student cohort means that time is spent initially ensuring a comprehensive ILP is produced during the Assessment stage. This is carefully monitored by staff to ensure that it is a working document, highlighting the student's particular needs and targets, ensuring support for progress. An improvement during 15/16 has been the increased involvement of the student in their own learning by providing more input at the admissions meeting.

- The identification of barriers to learning is regularly assessed such that where no progress is made an alternative strategy is sought to overcome the difficulty.

Teaching and Curriculum for SSSfN students with SEN

- Students are taught in small groups with additional adult support or on a one to one basis, focussing on personalised learning. TA's are deployed to focus on achievement of specific outcomes. Differentiation is not simply by outcome, individual tasks are set for each student's progress where appropriate.
- Differentiated lessons take into account individual needs of pupils
- Staff use strategies that actively support pupils achieve targets
- Teachers use support staff effectively to overcome pupils' barriers to learning
- Emphasis is on core subjects of maths, literacy and science.
- Different interventions for primary students were trialled during 15/16 with limited effectiveness. However the 'arrow' intervention package did deliver significant results so a plan has been put in place to train Assessment Leads for delivery of this package to all primary bases through joint funding with virtual school.
- Secondary timetable has changed to accommodate time for TA 's to meet together and with teacher in order to plan effectively for the student's needs.
- Staff meet at the beginning and end of the day to discuss planning and progress as well as produce resources.
- Assessment Ladders introduced by primary staff further enhanced the effectiveness of tailoring the work to student progress. 2 primary bases piloted in the Autumn term before all other primary bases were included from the Spring Term. Secondary teams have planned to start to introduce from Sept 16.

Pupil Premium

- 15/16 Distinct Secondary / Engagement cohorts were identified for intervention work : poor/non-attenders; extreme complex needs pupils who struggle to access school and KS3 engagement pupils. 2x Pupil Premium SSA's were recruited to work as keyworkers for the hardest to reach pupils and families aiming to build strong supportive relationships and thus improve attendance. Also recruited were English and Maths Instructor for KS3 Engagement pupils. The expected impact of this role is to show accelerated learning of this cohort by working at AP sites teaching English and Maths as well as some home tuition for pupils struggling to access education

Staff Training and SEN expertise

- All bases have access to in house Educational Psychologist, Clinical Psychologist and ASD Advisor.
- In house specialists used to work with students but their role also includes staff training.
- Members of staff who have specialist SEN knowledge or Mental Health knowledge are used to provide training sessions. e.g. ex Mental Health nurse Rosebery.
- As part of the 14/15 improvement plan CPD was focussed on improving differentiation in the classroom.
- ASD CPD was provided for groups of staff
- SENCO began studies to gain a SENCO Qualification in January 2016, this work to be continued in 2017.
- The SSSfN SENCO has established contact with a local primary school experienced SENCO as part of the studies.

Links with Outside Agencies for SEN purposes

- The reason to approach outside agencies should always be in the best interest of the child.
- Strong links have been established with EHCP Co-Ordinators owing to the large number of students identified as requiring specialist support. The quality of paperwork

provided by SSSfN is evidenced by the number of students supported by the County Panel when referred for an EHCP.

- Close co-operation between the school, Health and Social Care is essential owing to the large number of students placed at Earthsea and Compass centres.
- The SSSfN works closely with the Attendance Service, the Child and Adolescent Mental Health Service, General Practitioners, Youth Offending Services and Social Services.

Arrangements for Complaints

- Parents/Carers are always offered information about working in partnership when their son/daughter starts at the SSSfN.
- Parents/Carers should not hesitate to contact the relevant member of the Leadership Team if they have any worries concerning their child. Problems and misunderstandings do occur and these can often be resolved quite easily through discussion.
- Formal complaints, however, should be directed to the Executive Headteacher or the Chair of the Governing Body who will follow the Schools established complaints procedure. The executive Headteacher is Vicki Setters. The Chair of the Governing Body is Phil Harris

Report compiled by Sue Cooke Oct 16
Governor with responsibility for SEN at SSSfN