

## SSSfN SEN Information Report for Governors

This report was compiled by Sue Cooke (Governor with SEN responsibilities) with the assistance and support of Rachel Thornberry SENCO and Amy Claire SENCO

### SSSfN SEN Policy

- The policy was reviewed during summer 2017 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 set appropriate targets. Progress is tracked carefully through the pupil tracker and 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.
  - Training given to staff around personalisation throughout the year.
  - Monitoring and scrutiny of personalisation including marking and feedback are an important part of the work, especially using the pupil tracker to review progress and record interventions and strategies.
  - 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 16	Whole School Spring 17	Whole School Summer 17	SEHCP Autumn 16	SEHCP Spring 17	SEHCP Summer 17	SEN Support Autumn 16	SEN Support Spring 17	SEN Support Summer 17
Pupil Numbers	320	343	342	73 (23%)	80 (23%)	87 (25.4%)	123 (38.4%)	162 (47.2%)	148 (43.1%)
Applying for EHCP				34 (10%)	48 (14%)	53 (15.5%)			

	S/EHCP	SEN Support
National	2.8%	14.4%
Norfolk	3.4%	15.4%
Pru (national)	10%	76.7%

## Local area SEND information

- In Norfolk 15.5% of pupils have a have a statutory plan of SEN (statement or EHC plan) or are receiving SEN support (previously school action and school action plus). This compares to an average of 14.7%% across All English single tier and county councils.
- In Norfolk, 28.8% of looked after children are on SEN support, compared to 30.0% in All English single tier and county councils. 29.5% of looked after children in Norfolk have a statement of SEN or EHCP, compared to 28.2% in All English single tier and county councils.
- In All English single tier and county councils, 26.3% of Children in Need are on SEN support and **21.5%** have a statement of SEN or EHC plan. In Norfolk, 25.6% of children in need are on SEN support and **9.0%** of children in need have a statement of SEN or EHC plan
- In Norfolk, 21.1% of school-age children in need have a disability, compared to 12.8% in All English single tier and county councils.
- % of SEN pupils with primary need: social, emotional and mental health (Primary) 20.2 in Norfolk compared with nationally 15.7. Secondary Norfolk 19.7% compared nationally to 18.5
- In the most recent period, 24.3% of children and young people with statements in Norfolk have been issued with an EHC plan, compared with an average of 35.5% for All English single tier and county councils.
- It is in the interests of all those concerned that EHC needs assessments are carried out in a timely manner. Regulations set out that the overall time it takes from the local authority receiving a request for an assessment and the final EHC plan being issued (if one is required) should be no longer than 20 weeks. In Norfolk, 5.6% were issued within 20 weeks, excluding exceptional cases where LAs are allowed to exceed the 20 week time limit, compared to the All English single tier and county councils average of 62.3%.
- It is expected that all those who have a statement and who would have continued to have one under the current system, will be transferred to an EHC plan – no-one should lose their statement and not have it replaced with an EHC plan simply because the system is changing. In Norfolk 867 children with statements were assessed as not requiring an EHC plan, compared to the All English single tier and county councils average of 394.
- In Norfolk, 12.3% of children and young people assessed were not issued with an EHC plan, compared to the All English single tier and county councils average of 3.9%.
- % of CYP with statement or EHCP who were educated other than in school: Norfolk 3.7, National 2.6
- % of CYP with statement or EHCP placed in independent specialist providers: Norfolk 0, National 1.3
- % of CYP with statement or EHCP placed in: special academies (including free schools): Norfolk 1.1, National 8.4
- % of CYP with statement or EHCP who were awaiting provision: Norfolk 1.7, National 0.8
- % of CYP with statement or EHCP placed in: alternative provision academies (including free schools): Norfolk 1.8, National 0.1

## 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. 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.
- A review of ILP use following the Assessment period established that although staff used the document as a working document more thought would need to be given as to how reviews fitted with pupil tracker.
- 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. This is in addition to any phone calls made home. During 17/18 there are plans to enhance the sharing of information further.
- 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.
- Pupil Tracker captures pupil voice through weekly contact with a keyworker.

### **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 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.
- A Transition Leader has been appointed to ensure consistency across bases and manage all placements.
- 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.
- 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

- The high predominance of SEMH need necessitates the high staff ratio. The increasing number of students suffering from Mental Health issues is recognised and training for staff is ongoing. Employment of a clinical psychologist & mental health practitioner supports staff in their work.

In relation to gender

- There are no significant gender differences other than the gender split for the whole school, which is 76% male 24% female.

### **Monitoring of SSSfN students with SEN**

Through data analysis:

- Outcomes of data include positive progress for students with SEN support.
- The pupil tracker aids up to date progress data being available for all students.
- Data analysis aids XLT to make informed decisions relating to improvement.

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.
- Pupil Tracker has been introduced to monitor closely progress and facilitate meaningful discussion with teachers as to how interventions and strategies to cause improvement can be introduced.
- 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.
- 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. Personalisation is not simply by outcome, individual tasks are set for each student's progress where appropriate.
- Personalised lessons take into account individual needs of pupils

- A new curriculum has been designed at Secondary in order to meet the needs of pupils in a more appropriate way, including a topic group for those in KS3.
- Emphasis is on core subjects of maths, literacy and science.
- Learning Ladders are now used throughout the school at all bases. Learning Ladders enable staff to teach in a more personalised way whilst assisting with assessment, monitoring and allowing pupils to see for themselves the progress they are making. Extensive work has been undertaken to make the Ladders at Secondary level fit for purpose. Primary Ladders are set at national standards.
- Reviews take place continually to match the needs of pupils with teaching e.g. emotional challenging KS3 group who had difficulties accessing the topic group work have had a curriculum specifically designed which addresses the SEMH needs. Staff use strategies that actively support pupils achieve targets.
- Teachers use support staff effectively to overcome pupils' barriers to learning
- Interventions are used to actively make a difference. Primary pupils have used Arrow whilst Secondary pupils are now using Lexia for Reading and spelling and mathematics for numeracy. All Pupil Premium pupils in secondary core assessed below 85 have been targeted for the intervention programme.
- Staff meet at the beginning and end of the day to discuss planning and progress as well as produce resources.
- Pupil Tracker used to monitor all aspects of the pupils data in school: progress, interventions, attendance, and behaviour. In this respect all pupils at SSSfN are supported to achieve targets with barriers to learning recognised.

#### **Pupil Premium**

- Pupil premium was targeted at improved progress for KS3O PP pupils; PP pupils with SEMH; Behaviour & attendance issues of KS4 PP pupils; and KS2 reading age of PP pupils.
- For the first time some KS3O pupils attained entry level qualifications in English & Maths. 89% of pupils made progress as tracked on learning ladders.
- A new KS3 nurture curriculum was planned for a September start date.
- A new pupil tracker has been introduced to capture all interventions including those relating to SEMH.
- A mental health practitioner was employed in May 2017 which has further enhanced support for staff trying to deliver appropriate SEMH intervention alongside the work of the clinical psychologist.
- 81% of pupils made 3 months or more progress in Reading following the PP intervention using Arrow. 68% made 3 months or more progress in Spelling.
- Behaviour and attendance improvements were achieved for approx. 50% of the pupils targeted. 44% improvement in behaviour recorded at the base which targeted that as an area to improve.

#### **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.
- Ongoing training re improving personalisation at CPD days.
- ASD CPD was provided for groups of staff
- Primary SENCO gained qualification summer 2017.
- Secondary SENCO since September 2017.

#### **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 17

Governor with responsibility for SEN at SSSfN