



SEND Information Report

Cambian New Elizabethan School

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Cambian

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SEND Information Report

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What is a SEND information report?

Cambian New Elizabethan School, located in Hartlebury, Worcestershire, is an independent specialist institution catering to students aged 7 to 19 with special educational needs and disabilities (SEND). The school offers a nurturing environment tailored to the individual needs of each pupil.

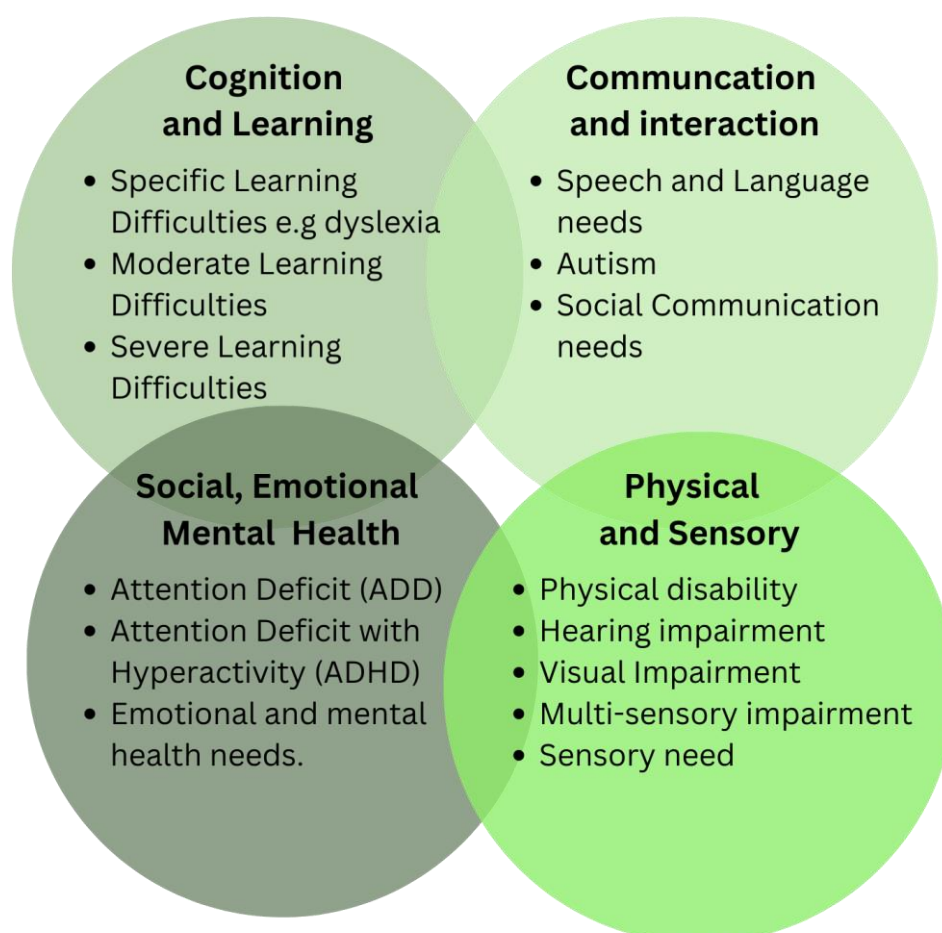
The purpose of this document is to provide an accessible document to inform you of how the school SEND policy is used, and how we support students with various individual needs in our setting.

Cambian New Elizabethan School remains committed to providing a tailored and supportive educational experience for students with SEND, ensuring each pupil has the opportunity to achieve their full potential.



What type of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND code of practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special Educational Needs and Disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf](#)

How are pupils with SEND identified and how are their needs addressed?

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age: or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

All students at New Elizabethan School already have an Education, Health and Care Plan (EHCP) in place. Any additional special educational needs are identified through:

- Observations by experienced staff
- Liaison with previous school(s) prior to transition
- Baseline assessments
- Dyslexia screenings
- Sensory audits
- Parent/Pupil voice

We recognise the positive impact of early identification and will work with students and families to ensure effective provision is being put in place in order to support long-term outcomes for the child or young person.

Support Services:

The school offers a comprehensive range of support services, including:

- Speech and Language Therapy
- Sensory support
- Occupational Therapy
- Mental Health Support
- Thrive Practitioner
- Yoga

Classrooms undergo audits to ensure that they are sensory smart and staff receive regular training to support their understanding of the needs of the children in the school. The school has teachers and teaching assistants who are experienced in working with children and young adults with special educational needs and disabilities.

Staff are experienced in developing appropriate adaptations in order to enable pupils to access the curriculum. As well as small group learning, supported by a high staff to pupil ratio, individual interventions are used where necessary. This may be to develop English or Maths skills or to support a pupil in working towards a particular qualification.



How do we evaluate the effectiveness of support being received?

IEPs

An Individual Education Plan sets specific, measurable, and achievable goals for each student based on their individual needs. These targets are tailored to the student's strengths and areas for development, which include academic, social, emotional, and behavioural aspects.



Every half term, teachers and support staff review progress against these goals to see if the interventions are working. IEPs will also be assessed following an annual review.

If a student is meeting their targets, it indicates that the provisions are effective. If shown consistently,

targets can be adapted to support the student in their next steps. If progress is not evident, it can help staff to consider whether different interventions or support should be considered.

An IEP is a dynamic document which will change with the student as they progress through their educational journey.

PSPs

A Pastoral Support Plan is a personalised plan designed to support students, particularly in the areas of behaviour, emotional well-being, and social development. It focuses on ensuring that students are supported holistically, not just academically.

Similarly to an IEP, PSPs are reviewed each term. However, they are also reviewed after any significant events to ensure that all support is up to date and relevant for their individual circumstance.



Annual Reviews

As each of our students has an EHCP, they are also entitled to an annual review to assess the effectiveness of report being received, as well as reviewing the progress against EHCP targets.

Students are invited to be a part of their annual review, but can opt out if they prefer, as we also collect pupil views prior to the meeting. If students would like to join, they will usually join for the first part of the review.

Annual Reviews will usually cover the following:

- Pupil Voice
- Parent/Carer Views
- Staff views (form tutor will often be present)
- Reviewing Provision/Interventions
- Reviewing Targets
- Ensuring all details are accurate and up to date

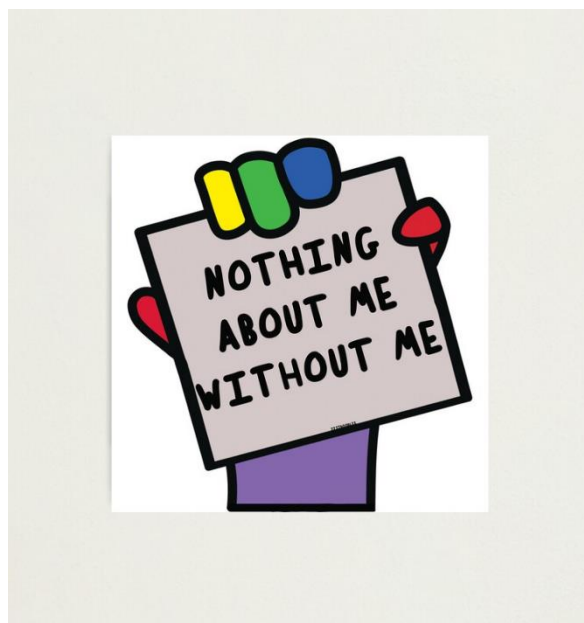


How do we involve the child in their education?

Cambian New Elizabethan school adopts a child centred approach. As a staff body, we support with the following in order to give students a voice in their education and provision where they feel comfortable to:

- Pupil voice surveys
- Invited to be a part of annual reviews
- Input into rewards where possible
- Time to talk with trusted staff
- Guided support in understanding their diagnosis and provisions

At New Elizabethan, we believe in the outlook of 'nothing about me without me' and will support students in voicing their thoughts and feelings in a safe and reassuring space. Equally, if students do not want to be present in these discussions, that decision will also be respected.



How will the curriculum be matched to my child's needs?

Through our rich and varied curriculum, students will have access to the following:

- A wide range of subjects
- Lessons pitched at each student's level
- An inclusive classroom environment
- Forest school, encouraging a connection with nature
- Sensory garden
- Alternative pathways

What does Pathway One look like?

The Pathway 1 curriculum consists of adapted National Curriculum subjects, combining life skills, learning outside the classroom and creative subjects. The Pathway 1 curriculum is for those pupils who may have a range of needs, but who are cognitively able to access many aspects of a more formal curriculum framework, modified in line with pupil's developmental level and additional needs.

Key features of Pathway 1:

- **Adapted National Curriculum:** The curriculum consists of modified National Curriculum subjects, ensuring that learning is both challenging and accessible.
- **Combination of Core and Creative Subjects:** Students engage in a rich blend of core subjects and creative disciplines, promoting a well-rounded education.
- **Life Skills Integration:** Practical subjects are incorporated to support the development of fine and gross motor skills, as well as to provide opportunities for students to acquire skills essential for independent living and future employment.
- **Learning Outside the Classroom:** Practical learning is emphasized through activities outside the traditional classroom setting, enhancing real-world application of knowledge.
- **Focus on Communication and Cultural Awareness:** The curriculum aims to develop students' ability to communicate effectively and to learn about diverse communities, countries, and cultures, aligning with the promotion of British Values.

This pathway ensures that students receive a balanced education that addresses both academic and personal development, preparing them for future opportunities and challenges.

What does Pathway Two look like?

Pathway 2 offers a therapeutic and structured learning approach tailored for students who benefit from specialised teaching methods. This pathway enables students to engage with parts of the National Curriculum through interventions designed to address their unique learning needs.

Key Features of Pathway 2:

- **Therapeutic Integration:** Students receive therapeutic support alongside their academic learning, ensuring that emotional and behavioural needs are addressed within the educational context.
- **Individualised Learning:** The curriculum is adapted to each student's developmental level and specific needs, allowing for personalised learning experiences.
- **Project-Based Learning:** Students engage in projects centred around their interests, integrating multiple subjects into one goal.
- **Preparation for Traditional Curriculum:** While learning often occurs in smaller, manageable segments, the approach is designed to prepare students for eventual participation in a more traditional National Curriculum framework if this is in line with their best interests.
- **Focus on Real-Life Application:** The curriculum emphasizes applying learning to real-life situations, preparing students for life outside of the classroom.

This pathway is particularly beneficial for students who require a more flexible and supportive learning environment to thrive academically and personally.

How do we support students with transitions?

We recognise the importance of ensuring smooth and supported transitions for our students. There are many different ways in which this support can exist. This may include:

- Transition period when starting a new year
- Support in preparing for adulthood, such as travel training
- Further education and career guidance
- College links which students can visit with staff
- Work experience opportunities
- Independent living skills imbedded into the curriculum

Through these initiatives, Cambian New Elizabethan School ensures that students are well-prepared for their next steps, whether that involves further education, employment, or independent living.

Students are also supported in transitions from home to school and vice versa through daily reflection time and scheduled time with form groups.



How do we recognise student success?

As a school, we pride ourselves on celebrating our students' successes. Staff may find individual forms of reward which works for their students. However, our main reward system is monitored through DREAM points.

DREAM points allow rewards to be achievable and adaptable to each students' individual goals, and gives opportunities for daily success to be recognised. There is a possibility of five points to be achieved each lesson, as well as leadership points for those students who go above and beyond.

DREAM stands for:

- **Determination**
- **Resilience**
- **Empathy**
- **Attitude**
- **Me**

DREAM points then give students a goal to work towards when their points are put towards rewards activities on Friday afternoons. A range of rewards could include activities such as visits to Geek Retreat, dodgeball, or even smores! These activities are organised into bronze, silver, platinum and gold, dependent on the points they will have achieved for that week.

This approach not only promotes positive behavior but also fosters personal development by encouraging students to embody these core values in their daily activities.



What support is available for me and my family?

Using the following links, you can find out more information about the local offer relevant to you:

Worcestershire Local Offer

<https://worcestershirelocaloffer.org.uk/>

Birmingham Local Offer

<https://www.birmingham.gov.uk>localoffer>

Dudley Local Offer

<https://www.dudley.gov.uk/resident/localoffer>

Shropshire Local Offer

<https://www.shropshire.gov.uk/the-send-local-offer/>

Wolverhampton Local Offer

<https://wolvesiass.org>local-offer>

Warwickshire Local Offer

<https://www.warwickshire.gov.uk/send>

How do we work with outside agencies?

Sometimes we will seek further support to ensure the best outcomes for our students. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- School linked PCSO
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- Local Authorities

What should I do if I have a complaint about my child's SEND support?

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our school and we will always be happy to hear from you. If you would like to make a suggestion, let us know about something you were pleased with or, indeed, if we did not meet your expectations, please contact the school via the contact details on the first page of this prospectus.

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing. Our full complaints policy is available from the school, on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly.

Should you wish to take your complaint further or if you feel you are unable to discuss the details with the school, please contact the Director of Education especially if your complaint relates to the school leadership.

SEND Definitions

Using the link, you can find useful definitions surrounding SEND, created by Wigan Council.

[SEND-definitions-booklet.pdf](#)

If you have any questions you feel were not answered in this report, please use the contact information on the second page of this document.