

Cambian Wisbech School

SEND Information Report

1. What is our approach to teaching learners with SEN?

- As an independent school for young people with ongoing social, emotional and mental health issues, majority of pupils have a range of complex needs that impact on their education.
- Our school has a clear approach to identifying and responding to SEN. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for the child or young person
- We want all adults and children to participate in learning and we celebrate all members of our community, creating an inclusive culture both within our school and beyond into our local community. This is vital to the creation of a holistic environment that encompasses all staff and students at Wisbech School
- All staff who work at Wisbech School are committed to working with children with complex medical and educational needs and provide high quality teaching for all learners and a rich educational environment in which everyone can learn together.
- Our school improvement and development plan emphasises developing learning for all and takes on board ideas and comments from our wider community to improve outcomes for our students.
- We monitor progress of all learners, and all teachers continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.
- When your child comes to this school it is our role to ensure that develop skills that are essential to life, learning and work. We work on TRUST:
 - *Two way respect*
 - *Resilience*
 - *Understanding*
 - *Self-belief*
 - *Teamwork*

2. How do we identify SEN?

“A child or young person has SEN 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.”

Observations by experienced staff

Liaison with previous school(s) prior to transition

Cognitive abilities testing

baseline assessments

Student and parent/carer concerns

Monitor progress and other data such as attitude to learning points

Written: November 2018

Review: August 2019

2. What we do to support learners with SEN?

- Robust pastoral support with strong focus on transition and integration.
- All students will have access to accredited courses in Key Stage 4
- Individualised timetables to ensure continuity and progression are working at the pace and level that suits their mental health and SEN needs.
- All pupils benefit from a personalised bespoke curriculum
- We provide a nurturing and supportive environment in a small school setting
- Pupils are taught in small mixed ability groups (five or less) subject to their level of ability and pastoral needs
- Our teachers use various strategies to adapt the curriculum to ensure access to learning for all children in their class.
- We carry out detailed assessments for education as well as mental health functioning in education.
- Pupils are supported through Individual Education Plans (IEP) and Individual Behaviour Plans (IBP)
- We carry out y 1:1 keyworker session to review progress and discuss issues.
- We offer specialist 1:1 support sessions for needs such as anxiety, behaviour support and self-esteem
- Specialist assessor able to carry out various assessments for exam access arrangement
- Relevant and timely interventions
- High staffing levels across the school to ensure high level of supervision and monitoring of safety.

3. What do we do support pupils to improve their overall well-being?

- Strong pastoral support
- Statement/Education, Health and Care Plan (EHCP) support and advice.
- Mindfulness
- Positive conversation strategies
- Disabled access toilet
- Art and music therapy sessions
- Animal therapy
- Life skills
- Pupil voice
- PSHE sessions
- Keyworking sessions
- Emotional literacy work

4. What training do staff supporting young people with SEND have?

All staff have mandatory training in:

A vision for Cambian Children's Services
Safeguarding Adults & Children
Protecting Our Health & Safety
Responding To Emergencies
Food Safety
Equality and Diversity
The Cambian Story
PILLARS
Child Protection & Safeguarding

Written: November 2018

Review: August 2019

All staff have on-going training which includes:

- Child Sexual exploitation
- E- safety
- PREVENT training
- SEND Code of Practice
- Using ICT To increase engagement in the classroom
- Behaviour management and de-escalation techniques
- Fire safety
- Health and safety
- Keyworker
- Recording and reporting
- Effective questioning
- Planning for outstanding
- Whistleblowing
- ASD
- ADHD/ADD
- Female Genital Mutilation
- Dyslexia & dyscalculia assessment
- Differentiation and assessment
- Risk Assessment
- Safer recruitment

5. How do we find out if this support is effective?

- Monitoring progress is an integral part of teaching and leadership within Home Tree School.
- Parents/carers, pupils and staff are involved in reviewing the impact of what we do.
- All students have their progress measured on an on-going basis. Progress is also measured using Individual Education Plan (IEP) targets, Attendance, Curriculum, Behaviour and Emotional Literacy progress.
- GL assessments in the form of CAT 4 and Progress Tests in English, Maths and Science
- Data on how each child's progressed can be compared to similar children nationally using the governments National Progression Guidance.
- The Statement or EHC plan will also be formally reviewed annually at the Annual Review meeting.
- LAC reviews are also held where parents and carers discuss progress and set targets.
- Progress data of all learners is collated by the whole school and monitored by Senior Leadership Team.
- Pupil progress meetings are held and gaps are monitored.
- We also moderate our pupils work using other specialists from other schools

How do we communicate progress to parents and stakeholders?

- Progress is reported in the weekly report that is sent to parents and other relevant stakeholders. The attendance and any incidents are also communicated.
- Termly reports are sent that detail attendance and academic progress. Two of these are short data reports and one is a full written report
- LAC reviews, PEPs and EHCP reviews are also used to discuss progression with parents and other professionals. Targets are set to ensure progress for the overall well-being of the child.

Written: November 2018

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- Parents are invited to call, email or visit school to discuss any concerns.

What other opportunities are available for learning?

- At Wisbech School we have a range of opportunities for learning.
- There are lots of opportunities to participate in fundraising and volunteering opportunities.
- We will invite guest presenters from the community including Police services, Fire services, business managers, mayor, Drugs officers, nurses, Sexual exploitation advocate, career advisor and representative from charity organisation.
- This links with our assembly topics that cover a wide range of SMSC, PSHE and topical education.
- Work experience, visits to place of work is arranged where appropriate.
- We have regular trips both educationally focused and life skills based.
- Where appropriate part time college courses are arranged to complement our timetable.
- Support sessions are given in school time

How accessible is the school environment?

- Two sites are in operation, one for KS2 and nurture, one for KS3/4
- The school has up to date technology to ensure maximum impact for SEN students.
- Disabled toilet access on KS3/4 site
- The school offers a safe environment with secure fittings
- Risk assessments are kept updated and precautions are in place.

How will we prepare and support pupils for next steps?

- High level of transition work, visits and activities
- Career action planning including support from a level 6 careers advisor
- Progressive accredited qualifications
- Support with choosing options and alternatives are offered
- Preparation for working life course
- Guest speakers form different areas
- College applications and interviews support
- Providing in-depth report for next placement

Contacts for further information:

Clare Gammons- Headteacher
Clare.gammons@cambiagroup.com
01945 427276