

## SEND Report

This document has been written in compliance with “The SEND Code of Practice: 0-25 years” (2015). As such, it is a working document and will be reviewed and updated as policies evolve.

### Our Commitment:

To promote a positive learning environment where all pupils are treated as individuals whilst enabling all pupils to become part of our community irrespective of their individual needs.

To recognise the value of each pupil and their potential to progress in all areas when individual needs are addressed.

### About the school

Cambian New Elizabethan School has a population of 45 students with a registered special educational need which include those with (not exhaustive or in a particular order):

Autistic spectrum disorder and/or complex learning needs

Speech, language and communication needs

Social, emotional and mental health

Anxiety Disorder

ADHD

ODD

OCD

Pathological Demand Avoidance

Dyspraxia

Dyslexia

Eating disorders

Mental health difficulties

Attachment disorder

Global Development Delay

Cerebral Palsy

Sensory processing disorder

All pupils attending the school have an Education Health Care plan (EHCP)

### SEND Statistics

The table below indicates the primary area of need of our current cohort and the ratio of males to females.

- To note, some pupils' year groups are offset.

YEAR GROUP	Communication and interaction	Cognition and Learning	Social, emotional and mental health difficulties	Sensory and/or physical needs	TOTAL	M/F
3	1				1	Male - 1
4					0	0 Pupils
5	2				2	Males - 2
6	5	1	4		10	Males - 7 Females - 3
7	2				2	Males - 2
8	9		1		10	Males - 10
9	4		2		6	Males - 3 Females - 3
10	1				1	Males - 1 *
11	3		1		4	Males - 4
12	4				4	Males - 3* Females - 1*
13	3				3	Male - 1 Female - 2
14	2				2	Male - 2

#### Additional support available to pupils with SEND

In addition to following the statutory curriculum, New Elizabethan School also offers specialist support to pupils based on their EHCP needs in the following ways:

- Speech and Language Therapy
- Occupational Therapy
- Mental Health support
- Clinical Psychology 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 and many have further qualifications. 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. Pupils may also use various visual aids, Learning pods and the TEACCH approach where necessary.

### Support for improving emotional and social development

We aim for a curriculum which supports the children's holistic development; across all areas of intellectual, physical, personal and social development.

To do this we aim to encourage our children and young people to:

- To learn and work through creative approaches
- Promote British values and to be a positive citizen who are prepared for adulthood
- To develop a knowledge of themselves and others
- To participate in a range of class and whole school community based activities
- To spend time in the community
- To understand the importance of a healthy lifestyle

Pupils at New Elizabethan School take part in activities which raise awareness of a range of charities, working together to achieve a goal and are encouraged to challenge themselves socially in line with their developmental stage, with other young people on a weekly basis.

The young people have access to a range of resources which will support their emotional and social development. This includes, but not exhaustively, Personal development lessons, weekly whole school reward, visits out into the local community, School Council, pupil interview panels, outside visitors, therapy sessions (if needed) and MDT support for staff members working with specific children.

### Arrangements for involving parents or carers

Parents and carer's are invited via letter to an Annual Review each academic year. A one page profile is included and home is requested to add any further information regarding their child. This ensures parents' and carers' are prepared and informed prior to the meeting, giving them a greater voice. Professionals working with the child will be invited to the Annual Review. If they cannot attend, it is anticipated that they will forward a report which can be shared at the meeting. Pupils will be invited to join the review.

The needs of Looked After Children within our school are catered for in line with all other pupils. There is a designated member of staff who ensures all multi agency professionals, parents and carers, and fostering agencies are invited to the PEP, LAC and Annual Review meetings.

In addition, parents and carers are invited in to school at the end of the year to discuss their child's progress both academically and socially.

Learning outcomes are reviewed and reset for the forthcoming year together with the Form Tutor and young person and set within an IEP. Parents or carers are encouraged to be part of this process.

### Arrangements for assessing and reviewing pupils' progress towards outcomes

There are Pre-admission meetings for all pupils prior to the beginning of their journey at New Elizabethan. This is an opportunity to gain valuable insight into the starting point of the pupil.

Progress is then monitored and analysed termly.

Additional to academic targets the children have personal targets which is usually related to their main barrier to learning. Targets and progress is shared with parents termly.

### Arrangements for supporting pupils transitioning between phases of education

As previously noted, for pupils new to the school a pre admission meeting will take place which will include parents or carers, the school's MDT, representatives from the class team, senior leadership and any other relevant professionals. The point of this is to gather valuable information needed to prepare children thoroughly.

We recognise that effective transitions are key to successful access to learning. On an annual basis children may transition between classes or phases of the school and carefully structures transitions are planned within school and beyond. We also appreciate that the transition may mean a small change such as another child joining a class.

Transition planning might include, supported visits to the school or new class. Transition is supported by printed and digital resources and personalised materials to allow familiarisation with the school before arrival and admission.

Starting in Key Stage 3, transition planning is an integral part of the Annual Review process, where individual future aspirations are discussed with students, their parents / carers and other professionals. Pupils are equally supported when they move up from Key Stage 4 into the Sixth form provision. All pupils from Year 10 upwards receive independent careers advice which feeds in to EHC plans to ensure that they have chosen the correct accreditation/options pathways to fulfil their current potential and future aspirations.

### Preparing for adulthood

At New Elizabethan School, we aim to ensure that each individual has as much support as possible to achieve their longer term goals and aspirations with regards to employment. Pupils may join the 6<sup>th</sup> Form at the end of Year 11 and may remain here for three years, leaving school at the age of 19.

During the three years that young people can spend in the 6<sup>th</sup> Form there is a strong emphasis on developing skills and understanding that will equip them for the future. Pupils will continue to follow courses in core skills (English & maths) where necessary and other relevant subjects. We recognise that as pupils progress it is very important that the teaching and learning opportunities we offer help to prepare them for life after school. We have high expectations for our learners and ensure we provide a broad and challenging curriculum offer that builds on our pupils' existing skills and experiences. We aim to provide a comprehensive teaching program for all our post 16 pupils, which will enable them to meet their personal potential and prepare them for the future. There is a clear focus on teaching the students a wide range of skills that will help support them in their transition into adult life.

Core areas on the curriculum are financial awareness, personal care, independent living skills and social responsibility. These areas form a central teaching programme across each area of the curriculum. Furthermore, where appropriate, pupils will be developing cooking, cleaning and budgeting skills to support the future move into independent or supported living.

We work towards all pupils gaining Work Experience opportunities which are personalised and bespoke to meet their needs. Our aim is to provide and develop possible employability skills across a range of enterprises and industries to prepare for adult life. Pupils are offered internal or an external placements which can be both supported and unsupported. They will learn to work with others, communicate effectively and to be aware of rights and responsibilities at work.

### Help for families

During an Annual Review, or any other formal or informal meeting staff will work jointly with parents and carers to overcome any issue relating to the individual child. Class teams will discuss arrangements for passing on information and in what format this will take to ensure that there is a smooth and suitable method for exchange of information.

Additionally, the New Elizabethan School has a Family Support Worker, Jessika Pearson who will support families with regard to outside agencies. She can be contacted on the school's phone

number 01299 250258 or her email addresses is [Jessika.pearson@cambianguroup.com](mailto:Jessika.pearson@cambianguroup.com) Jess will also be willing to signpost parents and carers to relevant advice and support when requested. The school's website includes information about the Parent Group which they organise and run to support the families of children at New Elizabethan School.

The school's clinical team hold weekly clinical triage discussions where staff can refer in any young person that is of particular concern. Parents/carers can contact the clinical team at any time as well as a specific Clinical Contact Service between 12-1pm on Tuesdays and 3-4pm on Thursdays when clinicians are available.

#### How the school evaluates the effectiveness of its provision

The Governance and Senior Leadership Team use a number of different approaches to ensure that the education and care provided for New Elizabethan School pupils is effective. The school carries out rigorous evaluation of teaching and learning, whole school pupil progress, personal development and welfare, and leadership and management annually. This is reported on in the School's Self-Evaluation Framework document. The evaluation is carried out in consultation with the Governing Body and takes into account the views of parents, Ofsted and any external consultant views.

For more SEND information in the appropriate Local Authority and access to the Code of Practice please see below:

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>

SEN code of practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

New Elizabethan School's SENDCo's is Sara Ferguson. The phone number is 01299 250258 and the email contact is [sara.ferguson@cambianguroup.com](mailto:sara.ferguson@cambianguroup.com)

If you have concerns relating to your child, please contact the Form Tutor in the first instance. This can either be done by phone or email. They will be able to re-direct you should this be necessary. The school office is open from 8.30am until 4.30pm daily, with staff available from 8.30am.

For complaints please refer to the policy on the school's website.

