

Scarborough School

SEND Information Report

September 2024

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SEND Information Report

Background

Cambian Scarborough School is an independent, DfE-registered, co-educational day school providing specialist education for up to 20 students, aged 8-18 years with social, emotional and mental health difficulties.

The majority of our pupils have statements of special educational needs (SENs) or educational healthcare plans (EHCP), however it is not a requirement for a referral to the school. The school is non-denominational and has a secular ethos, but respects the cultural needs and religious beliefs of all. Pupils are placed here via the local authority or through one of the three Cambian care homes in Scarborough.

The School specialises in educating students with SEMH through flexible learning programmes, delivered using high-quality teaching and exceptional pastoral care. We achieve this by forming particularly strong relationships between teachers and students.

Pupil behaviour is a common element relating to their SEMH difficulties, these include but are not limited to a combination of the following:

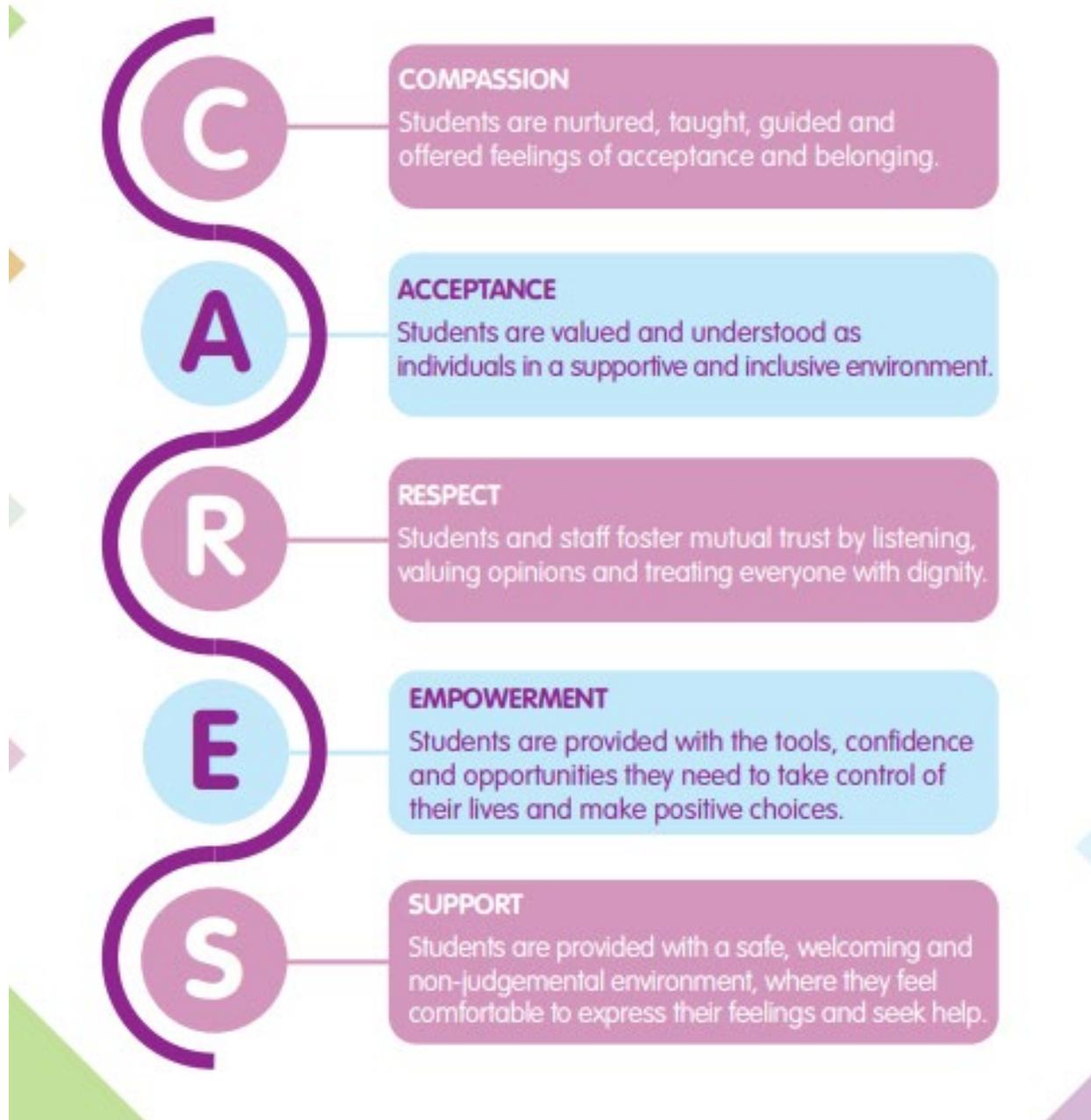
- Cognitive skills unmatched to current age
- Attachment disorders
- Emotional instability
- Anxiety
- Self-Harm
- Lack of empathy and trust
- Low sense of safety, security and risks
- Violent and aggressive behaviour
- Swearing and verbal abuse towards others
- History of placement breakdowns, including Educational

As a result of these behaviours, the vast majority of pupils have gaps in their learning due to a history of breakdowns in educational placements and have often experienced a variety of different settings because of this.

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Our Vision and Aims:

At Cambian Scarborough School, we provide a nurturing and inclusive environment where every student is empowered to achieve their fullest potential. We strive to create a community that prioritises social, emotional and mental health well-being, fostering resilience, self-awareness and lifelong learning. Our goal is to equip students with the skills and confidence they need to navigate life's challenges, succeed academically, and contribute positively to society.



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What are Special Educational Needs?

The term Special Educational Needs and Disability (SEND) has a legal definition. Children with SEND all have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical

How will staff at Scarborough School know if my child needs extra help?

- Your child may have missed part of their education.
- Your child may be falling behind in their learning.
- There may be changes in their behaviour in class.
- Your child may not want to go to class and may refuse their education.
- They may already have an Education, Health and Care Plan (EHCP), Individual Learning Plan (ILP) or existing concerns by a parent/carer.
- There will be discussions with you, the parent or carer.
- There will be discussions with your child him/herself.

What should I do if I think my child has a special educational need or disability (SEND)?

Teachers are continually observing pupils in class, assessing their needs and difficulties as well as learning their strengths and abilities. Teachers additionally monitor pupil progress and if they have any concerns this can be discussed with the SENCO or headteacher at any time.

On entering Scarborough School all pupils are assessed using our baseline assessment over a 14-day period. This enables us to determine whether there are any specific areas of need from an early stage that haven't as yet been supported previously or diagnosed.

Pupil progress meetings are held with the headteacher and class teacher each term to assess more formally using tracking to identify those not making expected progress. We do not assume just because a child is making slower progress than expected that the child has SEND, but if there are any concerns they will be discussed with parents or carers as soon as possible.

As a parent or carer you can:

- Ask to speak to the child's class teacher in the first instance.

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- Make an appointment with the Special Educational Needs Coordinator (SENCO) who is Michelle Monteith.
- Depending on the specific needs of your child there may be a need to look at using some of our in-house specialist services or to make a referral to CAMHS.

How will Scarborough School support my child with SEND?

- The class teacher will be aware of your child's needs and they will be supported within the classroom in a small class setting with help from a Learning Support Assistant when needed.
- There will be regular Personal Education Plan reviews (3 per year), which will be organised for your child to monitor their progress with the school and Local Authority and also to set SMART targets and to monitor and assess those which have been previously set.
- A referral to the Educational Psychologist may be made if needed and after discussion with yourselves.
- A behaviour support plan will be put into place in conjunction with the school's expectations and how all other pupils act and expect to act as well as school rules.

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

As part of our fully timetabled curriculum, pupils are assessed and an individual learning package is developed to meet their needs. Curriculum pathways allow the best opportunities for pupils to prepare themselves for adult life, which means a strong emphasis on social and emotional development, as well as the core subjects of English, Mathematics and Science.

We provide qualifications to suit a range of abilities, offering pupils the opportunity to study towards Entry Level, Functional Skills, BTEC and GCSE qualifications.

Vocational education makes up a large part of our curriculum, which may suit pupils who have practical skills, and leads to accredited qualifications such as GCSEs and BTEC diplomas.

We also deliver the accredited Duke of Edinburgh's Bronze and Silver award, both of which have resulted in successful outcomes for our pupils.

As a registered Forest School we provide further increasingly diverse opportunities for our pupils to benefit from a supportive curriculum that can help pupils build positive values and attitude about themselves, about learning and the environment in which they live.

Whatever a pupil's background, gender, beliefs or ability, we encourage and deliver equality of access to education. With a strong emphasis on social education, we aim to develop pupils' respect for the environment and the local community by using our positive relationships with local community groups, colleges of further education and career pathways organisations.

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All pupils will be working towards the objectives of the National Curriculum, although this will be differentiated for pupils where and when necessary. We have small class sizes, always with learning assistant support, which makes differentiation possible on many levels.

How is the decision made about what type of how much support my child will receive?

- If a pupil has an Educational Health Care Plan (EHCP) then the objectives will be looked at before the pupil enters school to determine specific needs.
- The teacher alongside the SENCO will be able to focus on these needs and make sure that the pupil is receiving the level of support which is needed as laid out in their personal plan.
- The class teacher will be able to put levels of support into effect within the classroom after discussions with the SENCO.

How will I know how well my child is doing and how I can help them at home?

- Parents evenings with the SENCO, class teachers and learning support assistants are held annually. However, appointments can be made upon request at any time throughout the year.
- Every term the school will produce an end of term report. This will show the level your child is currently working at, an overall review of your child and how they have socially and academically progressed over the term, plus details of any assessments completed.
- The PEP which will be carried out every 6 months by some Local Authorities or every 4 months by others will be target specific, measurable, achievable, realistic and timed (SMART). These will be produced with the teacher, child and parents/carers views with support and guidance from the SENCO.
- Targets can be also set with parents/carers to continue the work which is being carried out in school.

How will Scarborough School know how well my child is doing?

When a pupil arrives at school we will endeavour to carry out a baseline assessment. This will cover a range of subjects as shown below. If a child refuses then we look at other ways of completing assessments or observations in class.

1. English
2. Maths
3. CAT 4
4. Spelling Age
5. Reading Age

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The baseline report also covers where needed:

1. Strengths and Difficulties Questionnaire (SDQ); a questionnaire that is completed by the Pastoral Lead and the SENCO which assesses a person's behaviour and gives scores of emotional and behavioural functioning across a number of domains.
2. Learning Styles Questionnaire; this questionnaire is designed to identify a pupil's preferred way of learning. Results will be either visual, auditory or kinaesthetic.

Recommendations; following the collation of all information and assessments in this report, the headteacher will be able to make an informed decision on the needs of the child and identify how they can be best met within Cambian Group Plc.

Transition Plan; a transition plan will be agreed with the identified educational provision, the headteacher and other relevant professionals if required.

- Data analysis tracking to ensure the pupil is making satisfactory progress within each subject area.
- Reviewed PCP's and tracking of these to ensure that SMART targets are achieved, so that new targets can be outlined and the pupil can successfully move on.
- Reviewed PEP either termly or every 6 months to ensure that Scarborough School and the pupil are adhering to the targets set and these are being achieved.
- Although all of our pupils may not sit SATs papers under exam conditions past papers are given to pupils so that they are being challenged and that they continue to be assessed and monitored.
- Using Pupil Premium effectively to support specific educational areas of need identified within the PEP. For this to be assessed termly, making sure that the areas of need have been addressed and supported, using a provision map and reporting to the VSH and the LA.
- Pupils who are not making expected progress will be regularly reviewed and a meeting with staff and SENCO will be carried out to look at areas of need for the child. This could then lead to adjustments to their support in the classroom and how their learning is taking place.

What is available to support and develop my child's overall wellbeing?

- All of our staff are very experienced in working with different types of children with many types of SEND. All staff attend regular training sessions to keep up to date with new legislation and policies.
- We have a SENCO, Pastoral Lead and DSL's in place at school to support your child.

What expertise and services are available at or accessed by the school?

- Our SENCO is Michelle Monteith.
- Our Pastoral Lead is Kelly Murphy.

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- All of our teachers receive training and professional development training.
- We have teachers with specialisms such as Lego Therapy, Drawing & Talking, Mindfulness, Forest School and Dyslexia.
- A curriculum which is adaptable to suit the needs of the pupil.

How are children with SEN included in activities outside of the classroom, including school trips?

- All of our pupils are encouraged to join in, welcomed on and included in all trips and activities, whatever their need.
- A risk assessment is completed and put into action for every off-site activity.

How accessible is the school environment?

- Scarborough School is accessible for wheelchair users within the lower classrooms and has disabled facilities.

Who will I speak to if I am worried about how my child is progressing?

- First ask to speak to your child's teacher.
- Make an appointment to speak to the SENCO or Pastoral Lead.
- Parents/carers are always welcome to have a meeting with the head teacher to discuss any further concerns.

How will Scarborough School prepare and support my child when transferring to another school either mainstream or further education?

Joining our school:

- New pupils always visit the school prior to enrolment.
- The headteacher supports the transition from your child's previous school to our school.
- Home visits can be organised to support your child.
- Parent/carers and teacher meetings are available so that you can meet the team.
- Transition discussions / meetings take place between Scarborough School and any previous educational setting attended when possible.
- A tailored timetable to suit your child's transition into our school.

Moving to a secondary school or transfer to a mainstream provision:

- The SENCO will be the first point of call for transfer and transitions to a mainstream provision, with regular updates provided to parents/carers.

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- A professionals meeting will be organised so that the Local Authority, Social Worker, SENCO and any other professionals will meet to discuss a clear and positive transition.

Who can I contact for more Information?

Within the school the Head teacher is Michelle Blackburn – Michelle.blackburn@cambianguroup.com

The Local Authority have published a “Local Offer” to outline services available to children and their families and to explain what they can expect from a range of local agencies. More information can be found at: www.northyorks.gov.uk.

KEY

PEP: Personal Educational Plan

EHCP: Education Health Care Plan.

SEN: Statement of Educational Needs.

SENCo: Special Educational Needs Coordinator.

LA: Local Authority.

SEND: Special Educational Needs and Disabilities.

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