



Clifford Holroyde Specialist SEN College

SEN Information Report

Nov 2016

SENCO: Mr Neil Oxley (Head Teacher) SEN Governor: Mr Terry Sweeney (Chair of Governors)

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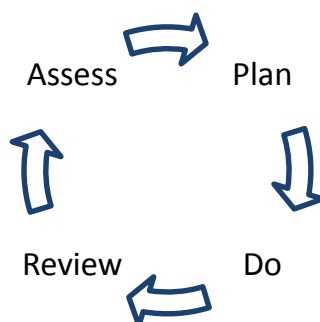
email - Clifford-ao@cliffordholroyde.liverpool.sch.uk

Local Offer Contribution: <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/organisation.page?id=O-EduXIEU3s&familychannel=10-1-7>

Whole School Approach:

High quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the cycle of:



All students at Clifford Holroyde Specialist SEN College have a SEN statement or Education Health and Care (EHC) Plan. The school caters for students who have social, emotional and mental health needs (as defined in the SEN code of practice 2014).

Assess: On admission to the school a learners needs are initially identified from examining the child's educational statement or EHC plan. All teachers, the child's identified Learning Support Assistant (LSA), together with the appropriate external agencies continuously assess the learner's educational needs.



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Plan: A child's SEN plan or otherwise known as their MAP (My Achievement Plan) is developed and implemented by their form tutor and LSA.

Do: A child's needs and areas for development as identified in their MAP are reinforced daily. This information on the child's progress is communicated daily to Parents/Carers.

Review: Due to the nature and specificity of the school a child's educational plan is constantly reviewed and monitored. A child's plan is also formally reviewed termly (where appropriate) and annually at their statement or EHC plan review meeting.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

The school caters for learners who have social, emotional and mental health needs. We have internal processes for monitoring quality of provision and assessment of need. These include governor learning walks and monitoring meetings, subject/curriculum leader meetings and a termly analysis of progress data.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Checkpoint week	Parents/carers meeting with their son/ward's form tutor, LSA and subject teachers.	Termly
Annual review meeting	Parents/carers meeting with their son/ward's form tutor.	Annually
Designated phone contact / text message	Form tutor or LSA contacting parents/carers	Daily

All pupils from year 8 to year 11 access careers guidance support. This is delivered by an impartial commissioned service.

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff.



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Some recent whole school training has been completed on;

Behaviour Development, Restorative approaches, Autism Friendly Teaching, Transactional Analysis, Teaching and Learning (specifically Differentiation and Assessment for Learning), Safeguarding Children, De-escalation and Positive Handling.

S.D.P. Priorities 2016/17

Quality of Teaching, Learning and Assessment

More focus on most able pupils' progress

Improve links with mainstream schools to develop moderation

Develop literacy and numeracy across the curriculum

Subject leaders / teachers to analyse progress and attainment of pupils' learning and attainment (termly basis)

Peer lesson observations (Inc. AEP)

Teaching and Learning (AG/CP) and Assessment (ST/CP) report/policy

Effectiveness of Leadership and Management

Improve tracking of pupil progress in English

Identify appropriate training for English Co-ordinator

Develop the role of the subject leader (monitoring learning, assessment, department development plan and policies, an 'engaging' National Curriculum)

Implement Basic Skills Awards

Develop the school website (Inc. Facebook)

Personal development, Behaviour and Welfare

Continue with attendance initiatives.

Implement Philosophy for Children across the curriculum

Improve the Restorative Practice in school

Review and implement the school's 'ethos and values'

Behaviour report (Termly analysis – how? - WT)

Develop peer mentoring (as part of the restorative process)

Explore attachment issues in greater detail (twilight?)

Outcomes for Children and Learners

Implement AQA awards

Implement work experience

Develop the PSHE scheme

Develop a year programme for outdoor learning activities

Celebrate the outcomes for pupils (displays, website, Facebook, parents' afternoons etc.)



Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Each year group class has a designated form tutor and LSA. The LSA attends and supports in all lessons together with his/her identified class.

An indication of external partners who we work with can be found in our contribution to the Local Offer. The school holds half termly team around the school (TAS) meetings to coordinate outside agency support and advice to parents / carers.

Complaints

Our complaints procedure is in accordance with the Local Authority procedure. This can be found on our school website.

For the 2014/15 academic year we received no complaints.

Pupil Progress

A detailed summary of pupil progress can be found on the school website in a document titled exam Assessment Results.

The attainment of pupils who access the vocational pathway through the school's Engagement Programme continues to improve year on year.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year includes a continuation of; planned lesson observations, implementing an engaging curriculum, learning walks, evaluation of data, pupils and parent feedback and collaboration and how this impacts on development.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: Nov 16