



Clifford Holroyde Specialist SEN College

SEN Information Report

Oct 2017

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

Contact: Phone - 0151 228 9500

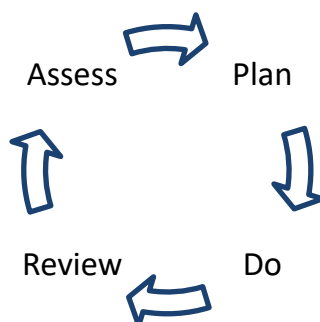
email - Clifford-ao@cliffordholroyde.liverpool.sch.uk

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 primarily caters for students who have social, emotional and mental health needs (as defined in the SEN code of practice 2014), however many students have additional and complex needs.

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



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Assistant (LSA), together with the appropriate external agencies continuously assess the learner's educational needs.

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

Do: A child's needs and areas for development as identified in their EHC plan and 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 primarily 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



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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.

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), Philosophy for Children, Safeguarding Children (including Prevent), De-escalation and Positive Handling (Team-Teach).

S.D.P. Priorities 2017/18

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

Peer lesson observations

Implement 'Autism Friendly Learning' TEACHH programme

Implement a KS4 options process

Implement Gardening / allotment PSHE curriculum

Effectiveness of Leadership and Management

Improve tracking of pupil progress in English

Identify appropriate training for English Co-ordinator

Develop the school website (Inc. Facebook)

Improve the Leadership role of the LSAs

Implement / launch the school Mission Statement and Values

Implement a new Performance Management Procedure

Produce a new school brochure

Personal development, Behaviour and Welfare

Continue with attendance initiatives (review and implement a new system of tracking attendance)

PSHE focus of Anger Management

Implement 'celebration' boards in form rooms

Implement a new rewards process to replace Vivo Miles

Update / improve the school uniform

Outcomes for Children and Learners

Introduce a KS4 achievement folder (identifying successful attainment and development of social skills to help pupils transfer post school)

Increase the amount of outdoor learning opportunities (including residential)



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Implement an extra work experience week for year 11s and a work experience week for year 10 pupils

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 2016/17 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 (specifically in relation to English and Maths attainment).

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: Oct 17