



## SEN Information Report AUT 2024

Clifford Holroyde SEN School is maintained special school located in the Knotty Ash area of Liverpool. The school has 71 places available for boys with Social, Emotional, Mental Health additional needs.

The school caters for students aged 11-16, with the following organisation:

- Key Stage 3 – Four mixed ability / age classes.
- Key Stage 4 – Two mixed ability / age classes.
- Key Stage 4 – Alternative Education Programme.

Clifford Holroyde SEN School seeks to provide a high-quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. At Clifford Holroyde, we believe “Together We Achieve Our Best”. It is our mission that we “Care, Reflect and Inspire” so we can succeed together. As a school we seek to develop pupils who “ACHIEVE”. We want pupils to become: Ambitious, Caring, Healthy, Inclusive, to Embrace every opportunity, to be Valued, and become Empowered members of society.

We value and encourage the support of families, professionals and friends of Clifford Holroyde SEN School and we work collaboratively with other local, regional and national organisations.

Children with special educational needs have additional learning needs / difficulties or disabilities that make it harder for them to learn than most children of the same age. Difficulties may be related to:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or Physical Needs

For a place at Clifford Holroyde SEN School, students must have :

- A current Education, Health & Care Plan (EHCP)
- SEMH additional needs as primary area of need.

Liverpool City Council is the admission authority and they oversee admission of students.

More information can be found at our website: <https://clifford-holroyde.co.uk>

## **Support for children with special educational needs**

### **1.1 Who will oversee and plan my child's education programme?**

There are many staff who will oversee the education of your child whilst at Clifford Holroyde SEN School.

The Headteacher has the strategic overview of all the educational provision of young people in the school and has high expectations from staff that appropriate and effective programmes of education are delivered. The Headteacher is supported in this task by senior leaders, a SENCo, subject leaders who are also Class / Form teachers and also support staff.

#### **Key Contacts –**

Headteacher – Mr I Griffiths. [clifford-ht@cliffordholroyde.liverpool.sch.uk](mailto:clifford-ht@cliffordholroyde.liverpool.sch.uk)

SENCO – Mr W Tagoe. [wtagoe@cliffordholroyde.liverpool.sch.uk](mailto:wtagoe@cliffordholroyde.liverpool.sch.uk)

SEND Link Governor – Mrs O Jones. [clifford-ao@cliffordholroyde.liverpool.sch.uk](mailto:clifford-ao@cliffordholroyde.liverpool.sch.uk)

### **1.2 How will I be informed / consulted about the ways in which my child is being helped?**

Families / Carers are kept informed in many ways. Regular telephone calls, texts and meetings throughout the year are used to discuss progress. Each year we hold an annual review of students' needs and their placement at the school led by student's class teacher and overseen by SENCo and Headteacher.

Pastoral support staff are available in the form of Pastoral Manager, Thrive Practitioner, Mentor, ELSA and Parent Liaison who are available to offer advice and support where concerns arise – there is help available if needed.

### **1.3 How will the school balance my child's need for support with developing their independence?**

At Clifford Holroyde SEN School we are passionate about enabling all students to be as independent as possible. Small steps each day help along the way. Some students need lots of support with their independence, whilst others need less help. The key is that we recognise all students as individual, and we work in a highly personalised way with every young person.

Our staffing levels provide appropriate support to every class and allow students the level of support that they need. Staff are trained and advised to recognise and promote opportunities for independence. Support can then be developed by withdrawing or limiting the support and allowing a child or young person to make attempts (and sometimes mistakes) in a safe and supportive environment.

We will always work with families in planning transitions, placements, work experience, travel training, volunteering, supporting younger students as a role model, representing the school externally etc... This will look different for each child - depending on their level of need.

#### **1.4 How will the school personalise the curriculum to meet my child's needs?**

We base our curriculum around the National Curriculum, however, we adapt it greatly to meet the needs of our students. We offer a holistic, personalised approach to meet the SEMH needs of our students.

We will personalise the curriculum with Teaching and Learning provided by staff in small class sizes and with high staff-to-student ratios. Individualised education plans (IEPs) tailored to academic, social, and emotional needs. A differentiated and adapted learning curriculum offered across various and alternative accreditation pathways (e.g., Entry Level, Functional Skills, GCSEs). We will support students pastorally and build relationships to support SEMH needs. Trauma-informed training and approaches to therapeutic interventions. Access to mentoring, and behaviour support and use of Zones of Regulation / Emotional Literacy support. As a school we adopt a collaborative approach to Thrive.

External support from agencies including CAMHS, Educational Psychologists, and Speech and Language Therapy.

For specific needs we seek training for staff. For many aspects of learning difficulties, we use whole school training to enable all our staff to learn and develop their professional practice. We run a very comprehensive Continuous Development Programme (CPD), addressing training needs of staff, based on the School Development Plan priorities, as well as personal development plans agreed for each staff.

Training includes: whole school, face to face, online, National College, Safeguarding, Team Teach, Curriculum planning, Trauma informed, Metacognition etc...

#### **1.5 What special arrangements can be made for my child when taking examinations?**

We will ensure that when exams are being taken all appropriate special arrangements will be applied for and utilised. This may include some or any of the following:

- Extra time
- A reader
- A scribe
- Alternative fonts and layouts
- Use of laptops

## **My child's progress**

### **2.1 How will the school monitor my child's progress and how will I be involved in this?**

Clifford Holroyde SEN School has a termly monitoring system to assess how each student is progressing. Work Scrutiny and Moderation of teacher's assessment takes place each term to ensure that the progress for each student is secure. Subject leaders oversee the moderation and track progress to ensure overall effectiveness of the provision.

If there are concerns regarding gaps in knowledge / the rate of progress, subject teachers will address this within lessons using starter / plenary activities or re-visiting a topic. These additional interventions will be tried to secure greater progress. These measures, when implemented, would continue to be monitored and assessed for effectiveness so that we can ensure that each young person is given the best opportunity to progress rapidly.

We also engage a School Improvement Partner, who works closely with the Headteacher to ensure an external Quality Assurance on progress made by students.

### **2.2 What arrangements does the school have for regular home to school contact?**

Daily calls, texts and meetings with parents / carers at all stages throughout the year. We believe that communication is essential and welcome families to contact the school in order to ensure that this happens regularly.

Parent / Carers are welcome to send emails - [clifford-ao@cliffordholroyde.liverpool.sch.uk](mailto:clifford-ao@cliffordholroyde.liverpool.sch.uk)

### **2.3 How can I help support my child's learning?**

We strongly believe that we need to work in partnership with families to ensure that the young person has the utmost opportunity for success. As we have very individualised programmes the class teacher / SENCo can advise families how they might help to progress learning at home.

### **2.4 Does the school offer any help for families / carers to enable them to support their child's learning, e.g. training or learning events?**

All training sessions / events will be communicated to families via text / email.

### **2.5 How will my child's views be sought about the help they are getting and the progress they are making?**

We will regularly seek the views of our young people formally and informally. We believe it is essential that they are all involved in their own learning. Daily conversations, half termly Student Council meetings and an annual written survey will be used to collate views.

## **2.6 What accredited and non-accredited courses do you offer?**

We are very keen on ensuring that our students leave school with the knowledge, skills and coping strategies for adult life. We work hard to ensure that onward destinations are appropriate and bespoke to each student.

Students will be given the opportunity to complete a range of qualifications appropriate to their learning needs:

GCSE, Function Skills, Entry Level, DOE, ELFS, Short Course, AQA Awards, NCFE Level 1/2.

## **Support for my child's overall wellbeing**

### **3.1 What support is available to promote the emotional, behavioural and social development of children?**

We place great emphasis on the holistic development of the young people at Clifford Holroyde SEN School. We always use positive behaviour approaches to enable all young people to be positive about themselves and their behaviours. It also ensures that the school is a calm and safe place. This is based upon our Team Teach and Thrive approach including Restorative Practice to restore positive relationships and trust.

The use of Physical Interventions is used as a last resort in situations of significant damage, imminent risk or harm to a child, other children or adults.

### **3.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?**

We do not believe permanent exclusion is a positive direction for students and it is our policy to aspire to never permanently exclude students from the school. Headteacher works carefully with the LA to ensure appropriate placement of pupils on roll. If the placement becomes unmanageable – we will seek to amend curriculum offer or complete an EHCP Annual Review and seek an alternative placement for students.

We have a very personalised approach to behaviour in exactly the same way that we approach all our learning. All our staff are trained in Team Teach and Restorative Practice which is a positive behaviour management system used by many special school in this country. This enables us to ensure that any behaviour difficulties are sorted at the earliest opportunity in a positive way.

This may include writing an individual behaviour plan, positive handling plan or risk assessment to ensure that every member of staff working with a young person knows what will work and what not to do. This helps greatly in reducing exclusions.

Due to this very personalised approach we have a very calm school where students feel safe and can learn effectively. We focus very much on personal, social and emotional education to enable our young people to learn how to interact appropriately. We very much believe that a proactive approach like this works best when allied with a positive intervention programme.

Where necessary, short-term suspensions are used when serious risks / behaviours have been unnecessarily displayed by students. Senior Leaders will communicate, explain and discuss with family members.

### **3.3 What medical support is available in the school?**

We have a school nurse available to support students with medical matters. The nurse is also able to liaise with medical professionals about any issues. We have a half termly ADHD clinic to support students and families with ADHD medication.

In addition, we have a variety of medical support professional who visit the school to offer support to families and families and professionals. Training / support / guidance is received from Medical practitioners who are used to train staff for particular conditions such as diabetes, Selective Mutism, asthma or epilepsy intervention.

### **3.4 How does the school manage the administration of medicines?**

At Clifford Holroyde SEN School we take security and administration of medication extremely seriously. Our Head of Care and Safeguarding is responsible for the management of medication.

All medication that is to be administered in school is subject to a specific medical plan and is subject to our school policy.

All staff in school are trained in administering medication by our school nurse or an appropriate medical professional if needed.

### **3.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc.?**

We are here to support young people whatever their needs. This may well involve personal care and staff are appropriately trained and will ensure that any intimate care is carried out safely and with the utmost dignity and respect for the young person.

We offer support for any aspect of care that the young person requires. If appropriate, we will support toileting programmes and will work closely with families to ensure success.

We will always seek professional advice from the Continence Nurse when planning any aspect of toileting to ensure that it is the right thing to do.

We are very keen on developing independent eating for all children.

We realise that not all young people are ready for this so we will, again, work with families and children to develop appropriate programmes to help develop skills.

Lunches are always spent with members of the class team and this enables us to ensure consistency of delivery in eating programmes.

## **Training of school staff**

### **5.1 What SEND training is provided for teachers in your school?**

At Clifford Holroyde SEN School we run a very rigorous recruitment and training programme for all staff. The training we offer on the job looks at many aspects of support, learning and professional development and is delivered by external trainers, professionals and school staff. Examples include :

- All staff new to the school undertake a comprehensive induction programme
- Autism Awareness
- Safeguarding
- Positive Behaviour Support
- Team Teach
- Restorative Practice
- Differentiation / Adaptation in classroom
- Assessment for Learning / SOLAR assessment
- Phonics and reading development
- Medical needs
- Literacy interventions
- Maths interventions
- Therapy training
- Speech and Language Support - HI/VI sensory impairment support

We are very keen on encouraging our staff to engage in continuous training for their own professional development and we will look at every request for staff CPD. As a school we have also signed up for online training with the National College.

ECT's are offered additional weekly training alongside the above.

### **5.2 Do teachers have any specific qualifications in SEND?**

All of our teachers have a recognised qualification leading to Qualified Teacher Status (QTS). Teachers also have experience and skills in various areas of special needs. The School SENCo has completed the **Special educational needs co-ordinator's (SENCO) national professional qualification.**



## **Activities outside the classroom including school trips**

### **6.1 How do you ensure that all children can be included in out of school activities and trips?**

At Clifford Holroyde SEN School we believe that activities outside the classroom are essential in helping our young people develop both their academic and social, emotional and behavioural skills.

To ensure that everyone can take part in activities – HT monitors Personal Development and PSHE activities that occur outside of formal curriculum time. For example, visiting speakers, drama / theatre productions, work at the allotment, rowing, swimming or weekly rewards trips.

We believe that we can overcome any barrier in relation to ability and access and will always endeavour to do so for the benefit of our students.

### **6.2 How do you involve families / carers in planning the support required for their child to access activities and trips?**

When planning trips we will try to involve families as much as possible to ensure that the young person gets the most out of the experience.

This may involve some or all of the following:

- Communication of information through website, letter, text or email.
- Termly Newsletter
- Home visits
- Giving advance notice for families – to prevent dysregulation because of change.

We would also seek advice from families as they may be invaluable when planning a trip with their child in mind.

## **Preparing students for transfers / next stage of education and life.**

### **7.1 What preparation will there be for both the school and my child before he or she joins the school?**

We always want to ensure that every child has a positive transition into Clifford Holroyde SEN School. As with everything that we do, we like to personalise every transition because we know that each child's experience and needs will vary. Our transition will usually include some or all of the following:

- Visits by Clifford Holroyde SEN School staff to the school and home
- Information to families about all the important things such as transport and uniform and how transition will work
- Care planning meetings to ensure that medical plans and care plans are in place for the young person
- Visual support such as books and pictures for the young person
- A person-centred plan for transition
- Equipment audit to ensure that we have all the right items in place to support the young person
- Parent visits
- Student visits to school and to class team
- Class swap over days where all our new students come in to school
- Multi-Agency meetings where appropriate
- Transition Week during July where students spend time in their new classes in preparation for the new academic year and families are invited to meet the new team

### **7.2 How will my child be prepared to move on to the next stage within school.**

When it comes to transitions within school we work very carefully to ensure that this is as smooth as possible. We can plan at a very early stage for transition as this usually happens at set stages during the child's time at school. During this time the class team will plan for visits to the site that the young person will be going to so that they can familiarise themselves with the environment and get used to the surroundings. This may be built into their weekly timetable so that it becomes normal and part of the routine.

In addition we will have further transition visits for those students who may find it particularly difficult. We will also be keen to involve families/carers in the process as this will usually make things a lot easier. For those who require it we can make a very personalised transition programme that may involve social stories and visual support.

We have a great success in transitions and very rarely have difficulties and where we do, we are able to address them quickly. Our students are happy and successful in their transitions, supported by parents / families.

### **8.3 How will my young person be prepared to move on to his, or her, next placement, e.g. FE college or Adult Services?**

We work very hard to ensure that all transitions for students leaving our school are successful in their new school or college. Like transitions within school, it is essential that we involve the advice and expertise of families / carers. Advice, interviews, visits are all used to display to all pupils what various options are available post

Those who leave, mainly progress onto college courses with a huge range of interest.

As such, we will work closely with local colleges and ensure that students are given opportunities to attend link courses so that the college environment becomes a routine part of their week, which in turn will make transition easier. Our staff will work with colleagues at other colleges and schools to ensure that they have the right training and understanding in order to support the young person in their transition. Weekly lessons about careers and next steps support all pupil from Y7 through to Y11. Careers connect staff interview all pupils Termly in Key Stage 4.

### **8.4 What arrangements does the school have for feedback from families, including compliments and complaints?**

We have a clear complaints policy / procedure available at:

<https://clifford-holroyde.co.uk/information/policies/>

We would encourage families to contact the school as soon as they have concerns as most issues are easily sorted through discussion.

In the first instance we would suggest that you contact the class teacher.

If you are not satisfied with the outcome, then please contact the Asst / Deputy Headteacher who will help to resolve the problem as swiftly as possible.

We operate an open-door policy and so encourage families to make contact at the earliest opportunity as we find that good communication is the best way to solve any issues.