

**1. The kinds of special educational needs for which provision is made at the school.**

This school caters for pupils with a wide range of complex needs including:

- Moderate Learning Needs
- Severe Learning Needs
- Profound and Multiple Learning Needs
- Speech, Language and Communication Needs
- Autistic Spectrum
- Sensory Needs
- Behaviour, Emotional and Social Needs
- Physical Disability
- Hearing Impairment
- Visual Impairment

**2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

Not Applicable

**3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—**

**(a) how the school evaluates the effectiveness of its provision for such pupils;**

Parents and Staff provide feedback on the school through annual surveys.  
 Pupil Progress is closely monitored, analysed and this is reported regularly to governors. Governors review pupil outcomes through this data and other indicators of effectiveness (safeguarding procedures, health and safety, performance management of staff, pupil voice, etc).  
 External and/or Local Authority Audits are utilised where appropriate.  
 The school Pay Policy ensures the continued monitoring and development in teaching and learning practice to ensure that it continues to meet the needs of pupils.  
 Best practice is shared and a continuous cycle of self-evaluation and target setting against ambitious expectations within the school learning charter alongside whole school support and training embeds the drive for continuous improvement.  
 Specialist communication interventions, outreach, training and support provided to other schools and multi-agency links through specialist status are outstanding and valued and therefore provide beneficial outcomes for pupils attending other schools.

**(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

The school uses a range of assessment systems, which provides a small step assessment of each pupil's progress and skill attainment. These include:

- Learning Pathways small-step assessment based on the 17 Early Learning Goals for pupils working below National Curriculum Year 1 expectations.
- Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) milestones/task analysis skill acquisition, barriers to learning and transitions assessment and target setting
- Assessment of Functional Life & Living Skills (AFLS) assessment protocols including Basic Living Skills, Home Skills and Community Participation Skills, School Skills, Independent Living Skills and Vocational Skills
- PECS and iPad (PECS & Proloquo2Go Apps) data sheet tracking of communication and interaction skill acquisition through progressive levels of communication
- Tacpac Assessment combines touch and music to promote communication and social interaction, sensory, neurological and emotional development
- Precision Teaching intensive assessment of phonics
- Extended EYFS Early Learning Goal assessment

- Rising Stars Assessment Progress Tests in English, Maths and Science
- Accreditation at Key Stage 4
- Pupil Achievement Profiles (PAPs) enable teachers to regularly set and assess current targets that are challenging, relevant and promote functional skills individualised for each pupil

Each pupil's progress is monitored and analysed termly and individualised learning programmes are planned and implemented where required and where progress can be improved. All teaching staff are encouraged to be aware of each pupil's targets and their progress and are fully involved in tracking and assessing progress against targets in every lesson.

**(c) the school's approach to teaching pupils with special educational needs;**

Every lesson taught in the school is differentiated to cater for the wide range of pupil need in each class. All lessons are designed so that pupils are engaged in activities that meet their individual learning needs and learning styles. All lessons have clear learning objectives and expectations, which are shared with pupils at an appropriate level. Learning objectives focus on the most functional, relevant targets for each child. There is good pace throughout lessons with personalised, challenging and high expectations of behaviour for learning. All pupils have access to direct teacher time personalised to their individual needs & learning styles. All pupils are encouraged to be actively involved in their lessons and teaching is matched to all styles of learners ensuring enjoyment, challenge and progression, providing differentiated learning through the use of a range of resources. All class staff are involved in teaching & learning at all times in lessons. Opportunities are provided for pupils to demonstrate progression and understanding throughout lessons with planned opportunities for generalization and independent application. All enrichment trips are selected to be accessible and relevant for all pupils. Analysis of pupil progress towards personal targets informs modification of individualised teaching techniques.

**(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;**

The school differentiates the National Curriculum to meet pupil need. Short term, weekly planning defines clear learning objectives for all subjects. Weekly planning illustrates that teacher input is evenly distributed between all pupils over a carefully planned cycle and defines which teaching assistants are working with each group and ensures rotation across the week. Medium term, half-termly plans cover English, Maths and Science subject areas and Topic Webs/Curriculum Maps cover other subject areas. Classrooms are well organised with resources labeled with symbols to maximise pupil independence. Learning areas are designed to cater for all personal pupil needs within each class and zones demarcate direct teaching and independence areas. There are appropriate play resource areas in primary classes. Classroom organisation is designed to provide space for self regulation/calming of anxious pupils. Displays celebrate the work of all pupils and are labeled with symbols at appropriate language level and interactive where appropriate. Key vocabulary is displayed with symbols supporting all aspects of learning. Specialist classes have been created to ensure that pupils encounter a curriculum that is most in line with their identified needs.

**(e) additional support for learning that is available to pupils with special educational needs;**

Pupils are supported to the appropriate levels according to their needs and available funding. Learning interventions are implemented where there are concerns about progress in specific areas. Yoga, horticulture therapy, music therapy, speech therapy is available for pupils where appropriate. Teaching pupils with barriers to language development is approached through the use of BSL Signs, Widget Symbols, Verbal Behaviour Analysis, PECs and TEACCH strategies. Staff are trained in sign supported English using BSL signs and this is used extensively across the school where needed.

**(f) activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum; and**

Dependent on demand and staff availability a range of after school clubs are available to all pupils throughout the school year including:

- Sensory Multi-Sports
- Multi Sports
- Cooking

- Art
- Yoga
- Music
- Computing
- Swimming

**(g) support that is available for improving the emotional and social development of pupils with special educational needs.**

Our policies and practice ensures that all pupils are treated with respect and dignity at all times and emphasises the responsibility of all adults working with our pupils to model positive behaviour and communication with others when speaking to pupils, staff and visitors. We understand that our pupils are all individuals, with their own worries, frustrations and barriers. We therefore equip our children with the social and behavioural skills to ensure they can succeed and fully integrate within school and their wider communities.

Our aims within this are:

- To create a happy, calm and orderly learning environment
- To develop each pupil's moral sense of right and wrong.
- To create a community in which pupils are proud of good behaviour and personal success.
- To promote clear, simple rules which are consistently upheld and valued throughout the school.
- To uphold a positive behaviour system, which is effective and beneficial for all those within it.
- To ensure staff are supported in approaching and dealing with challenging behaviours.

There is a positive and proactive approach and ethos to behaviour, '5P Approach to behaviour intervention', which includes promoting positive behaviours, analysing the functions of behaviour, reducing negative behaviours and teaching appropriate alternatives where appropriate. Continuous Professional Development ensures that effective behaviour for learning strategies are reinforced, understood and consistently applied by all school staff. Targeted, responsive support empowers all staff to ensure pupil behaviour is approached effectively and confidently. Staff have an analytical approach when managing pupil behaviour and this leads to the implementation of effective strategies that fully meet the needs of pupils.

Success is acknowledged through a reward system and celebrated at whole school assemblies. We praise and reward students for good behaviour in a variety of ways.

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

Headteacher – Mrs Emma Allen – [headteacher@corbetstey.havering.sch.uk](mailto:headteacher@corbetstey.havering.sch.uk) - 01708 225888

**5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

All training at INSET days and staff training sessions throughout the year focus on pupils with special educational needs. A consultant visits the school three times per year to deliver ongoing support and training in Verbal Behaviour strategies. A healthy training budget each year is targeted at developing staff skills and expertise in teaching pupils with complex needs. Degree level study for teaching assistants and Masters level study is encouraged and subsidised. All staff training must link closely to the school development plan and the needs of the pupils and the school.

**6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The school's specialist facilities include:

- Soft Play Room
- Sensory Resources and Equipment
- Sensory Classroom
- Hydrotherapy/Swimming Pool

- DDA compliant Food Technology Room
- Outdoor Sensory Playground Art/CDT Room
- Specialist ICT Resources (Wireless Technology, Laptops, I pads)

The school is well supported by the Parents and Friends Association (PFA) in providing additional funds for equipment, facilities and activities that extend and enhance the learning opportunities of pupils. The school has benefitted and will continue to apply for grant funding to support the development of facilities and equipment.

The school maintains a 5 year site development plan, developed in consultation with the whole school staff. This is linked to the school Accessibility Plan and progress against this is reviewed annually by the senior leadership team and governors.

#### **7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

Teachers lead class teams to ensure effective and professional daily liaison through Home/School diaries and support for parents/carers ensuring positive, constructive communication systems.

There is a Home School Support Worker and Teacher for Vulnerable Children and Families who is the lead at the school for 'The Leading Parent Partnership Award (LPPA)' (a national award that provides a coherent framework through which schools can deliver effective parental engagement from early years to post-16.)

Coffee mornings for parents and carers foster home/school relationships/partnerships. Genuine partnerships are fostered where family expertise and knowledge is valued and individual needs catered for in the best interests of each pupil. Parents/carers are regularly informed of progress achieved and next steps in their learning.

Staff try to get to know the parents of all of their pupils and build positive partnerships with them. They provide homework activities of an appropriate level and nature to encourage them to work with the school in helping their child. Parents and teachers work together to build up a complete picture of a pupil and their needs. We intend that parents feel able to ask about our provision and express their concerns to the school. In return we will seek their help regarding work that they can do with their child at home.

#### **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

School council meetings and assemblies ensure that pupils are able to give their views on many school topics and wider issues that affect them. Philosophy for Children (P4C) group sessions allow pupils to discuss a range of topics and develop their ability to give their views and enter into debate.

During annual reviews and in developing Education Healthcare Plans (EHCPs) the views of pupils are sought and they are directly involved in this process.

#### **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

The complaints policy is published on the school website giving full details about the school complaints procedures. There is also a reference to this in the school prospectus. In the event of a complaint about the special educational provision at the school, parents/carers are encouraged to speak to the Headteacher or to a member of the governing body. The Headteacher will investigate and respond within 15 school days. If this does not resolve the matter it will be referred to the governing body/ special needs committee of the Governors / special needs governor who will consider the complaint at their next meeting and will make contact within 20 school days from the date of that meeting.

<b>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</b>	
A Teacher of Vulnerable Children and Families and two Family Practitioners provides individual family support where needed and links with other agencies where this is helpful.	
<b>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.</b>	
<b>Parents in Partnership Service (PiPS)</b> Freepost RSSL-AJEZ-ZSCZ, Town Hall, Main Road, Romford RM1 3BD 01708 433885 <a href="mailto:pips@havering.gov.uk">pips@havering.gov.uk</a> <a href="http://www.havering.gov.uk/Pages/ServiceChild/Parents-in-partnership-service.aspx">http://www.havering.gov.uk/Pages/ServiceChild/Parents-in-partnership-service.aspx</a>	<b>Positive Parents</b> First Step Building Tangmere Crescent Hornchurch RM12 5PP 01708 524627 07858 406933 <a href="mailto:info@positiveparentshavering.org.uk">info@positiveparentshavering.org.uk</a> <a href="http://www.positiveparentshavering.org.uk/#">http://www.positiveparentshavering.org.uk/#</a>
<b>12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.</b>	
<p>The annual review in Year 9, and subsequent years, will draw up and subsequently review a pupil's Transition Plan and will be person centred. An advisor from Prospects is invited to provide written advice and attend the review meeting. This will enable all options for continuing education, careers and vocational training is considered. Parents and other professionals such as social care and health are aware of the Y9 review procedures and invited to attend where appropriate. A Transition Plan will be drawn up in conjunction with Prospects and school's Education Psychologist following individual meetings and assessment of the child's needs. The Transition Plan will be reviewed each year until the pupil leaves school. The young person will be fully involved with this process and their views will be sought and recorded ideally through a person centred plan. Prospects provides support for all young people aged 13-19. It has a particular focus of supporting pupils with special educational needs. The school will consult with this service, as appropriate, to ensure that any pupil with special educational needs receives support with regards to their further education. The pupil and parents will be fully involved in this process. The final annual review carried out preferably in the Autumn Term in the school will identify the young person's likely destination on leaving school.</p>	
<b>13. Information on where the local authority's local offer is published.</b>	
<a href="https://www.havering.gov.uk/Pages/Services/Local-offer.aspx">https://www.havering.gov.uk/Pages/Services/Local-offer.aspx</a>	
<b>14. Information on where to find the school Accessibility Plan and LA Admissions procedures</b>	
<p>The school Accessibility Plan can be found at <a href="http://staging.corbetsteyschool.org.uk/wp-content/uploads/2017/06/AccessibilityPlan-190617.pdf">http://staging.corbetsteyschool.org.uk/wp-content/uploads/2017/06/AccessibilityPlan-190617.pdf</a></p> <p>The Local Authority procedures for admissions to special schools can be found at <a href="http://staging.corbetsteyschool.org.uk/wp-content/uploads/2016/10/SENNEWCRITERIA07_Part_2_1_051016.pdf">http://staging.corbetsteyschool.org.uk/wp-content/uploads/2016/10/SENNEWCRITERIA07_Part_2_1_051016.pdf</a></p>	