

## SEN Information Report 2021-22

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

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

- Complex Learning Needs
- Severe Learning Needs
- Profound and Multiple Learning Needs

In addition students will often have additional:

- Speech, Language and Communication Needs
- Autistic Spectrum
- Sensory Needs
- Social, Emotional and Mental Health 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 students with special educational needs.

Not Applicable

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

#### (a) how the school evaluates the effectiveness of its provision for such students;

Parents, carers and staff provide feedback on the school through annual surveys.

Individual Student Progress is closely monitored and analysed. This is reported regularly to governors through progress data and case studies. Governors also review student outcomes through other indicators of effectiveness (safeguarding procedures, health and safety, performance management of staff, student 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 students.

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 valued and therefore provide beneficial outcomes for students attending other schools.

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

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

- Learning Pathways small-step assessment developed from the 17 Early Learning Goals for students 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
- Pathway to Adulthood assessment tool focusing on communication, functional academic skills, personal development skills, independent living, tolerance of medical procedures, promoting key skills within

leisure activities, developing employability skills and further develop students safety, health and wellbeing.

- Essentials for Living: A communication, behaviour and functional skills curriculum and assessment tool
- PECS and iPad (PECS, Clicker Communicator, Snap Core First & 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
- Rising Stars framework for students working within the National Curriculum for English, Mathematics and Science
- Graduated marking system to involve students in their own progress in developing independence and fluency as well as generalisation of key skills
- Student progress is tracked and monitored through Evidence for Learning Personal Learning Goals (PLGs) and Termly Overviews in accordance to EHCP Outcomes
- The Engagement Model is utilised for learners not accessing a subject based curriculum and tracked through Evidence for Learning.
- Where appropriate Year 10 and Year 11 students will have access to ASDAN (Award Scheme Development and Accreditation Network) courses

All teaching staff are trained to be aware of each student's targets and their progress and fully involved in tracking and assessing progress continuously.

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

Every lesson taught in the school is differentiated to cater for the wide range of student need in each class.

All lessons are designed so that students 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 students at an appropriate level. Learning objectives focus on the most functional, relevant targets for each student. There is good pace throughout lessons with challenge and high expectations of behaviour for learning. All students have access to direct teacher time personalised to their individual needs & learning styles. All students 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 planned for students to demonstrate progression and understanding throughout lessons with a focus on; independence, fluency and generalisation of key functional skills. All enrichment trips are selected to be accessible and relevant for all students. Analysis of student progress towards personal targets informs modification of individualised teaching techniques.

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

The school differentiates the National Curriculum to meet student need. Short term, weekly planning defines clear learning objectives for all subjects. Weekly planning illustrates that teacher input is evenly distributed between all students over a carefully planned cycle and defines which teaching assistants are working with each group and ensures rotation across the week. Long term plans cover all subjects including English, Maths and Science. Classrooms are well organised with resources labeled with symbols to maximise student independence. Learning areas are designed to cater for all personal student 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 students. Displays celebrate the work of all students 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 students encounter a curriculum that is most in line with their identified needs.

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

Students 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, music therapy, rebound therapy; speech therapy is available for students where appropriate. Teaching students with barriers to language development is approached through the use of BSL Signs, Widget Symbols, Verbal Behaviour Analysis, low tech and high tech AAC 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 students with special educational needs in addition to those available in accordance with the curriculum; and**

All activities reflect the diversity and interests of the school population. Out of school hours activities are dependent on staff availability during this period.

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

Our policies and practice ensures that all students are treated with respect and dignity at all times and emphasises the responsibility of all adults working with our students to model positive behaviour and communication with others when speaking to students, staff and visitors. We understand that our students are all individuals, with their own worries, frustrations and barriers. We therefore equip our students 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 student's moral sense of right and wrong.
- To create a community in which students 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, this 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 student behaviour is approached effectively and confidently. Staff have an analytical approach when managing student behaviour and this leads to the implementation of effective strategies that fully meet the needs of students.

Success is acknowledged through a reward system in classes and through events such as the Jack Petchey Awards evening.

We praise and reward students for good behaviour in a variety of ways suited to each individual.

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

Deputy Headteacher – Mr Terry Hudson – can be contacted through [office@corbetsley.havering.sch.uk](mailto:office@corbetsley.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 students with special educational needs. A board certified behavior analyst visits the school three times per year to deliver ongoing support and training in Verbal Behaviour strategies. Training each year is targeted at developing staff skills and expertise in teaching students with complex needs. Degree level study for teaching assistants and Masters level study is encouraged and subsidised as well as supporting routes for trainee teachers to gain QTS. All staff training must link closely to the school development plan and the needs of the students 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 Playgrounds
- Natural Environment teaching Room
- iSand box Room
- Specialist ICT Resources (Wireless Technology, Laptops, I pads, Chromebooks, Eye Gaze Technology)

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 students. 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 and carers of children and young people with special educational needs about, and involving such parents and carers in, the education of their child or young person.**

Teachers lead class teams to ensure effective and professional daily liaison through Home/School diaries in the form of emails or parent and carer telephone calls to ensure positive, constructive communication systems.

There is a Parent Partnership Teacher who is the lead at the school and we have successfully achieved '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.) We also have two Family Practitioners who support our safeguarding practice.

On site, drop-in weekly social sessions 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 student. Parents/carers are regularly informed of progress achieved and next steps in their learning.

Staff try to get to know the parents and carers of all of their students 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 or young person. Online software resources are provided for free to our families (LGFL, Education City, Clicker, etc.) for students to use at home and training for parents and carers in using technology is provided. Parents/Carers and teachers work together to build up a complete picture of a student and their needs. We intend that parents and carers 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 or young person at home.

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

School Parliament meetings ensure that students are able to give their views on many school topics and wider issues that affect them. Philosophy for Children (P4C), and Books Beyond Words (BBW) group sessions allow students to discuss a range of topics and develop their ability to give their views and enter into debate. Expressive language activities encourage students to articulate their views.

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

**9. Any arrangements made by the governing board or the proprietor relating to the treatment of complaints from parents or carers of students 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 and carers are encouraged to speak to the Headteacher. If this does not resolve the matter it will be referred to the governing board.

**10. How the governing board involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students**

A Parent Partnership Teacher and two Family Practitioners provide individual family support where needed and links with other agencies where this is helpful.

**11. The contact details of support services for the parents and carers of students with special educational needs, including those for arrangements made in accordance with clause 32.**

**SENDIASS**

Havering SENDIASS offer a free, impartial, confidential information, advice and support service offering support to young people (16-25) with SEND and parents of children and young people with SEND.

SENDIASS works in partnership with Barnardos who also provide independent support for Havering residents, some cases may be referred to them for independent support.

<https://www.haveringsendiass.co.uk/>

**Positive Parents**

First Step Building  
Tangmere Crescent  
Hornchurch  
RM12 5PP

01708 524627

07858 406933

[info@positiveparentshavering.org.uk](mailto:info@positiveparentshavering.org.uk)

<http://www.positiveparentshavering.org.uk/>

**12. The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

The annual review in Year 9, and subsequent years, will draw up and subsequently review a student's plan to 'Prepare for Adulthood' 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, carers and other professionals such as social care and health are aware of the Y9 review procedures and invited to attend where appropriate. The 'Preparing for Adulthood' Plan will be drawn up in conjunction with Prospects and will be reviewed each year until the student leaves school. The young person will be fully involved with this process and their views will be sought and recorded ideally through a person centered plan. Prospects provide support for all young people aged 13-19. It has a particular focus of supporting students with special educational needs. The school will consult with this service, as appropriate; to ensure that any student with special educational needs receives support with regards to their further education. The student and parents, or carers, 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.

**13. Information on where the local authority's local offer is published.**

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/localoffer.page?localofferchannel=0>

**14. Information on where to find the school Accessibility Plan and LA Admissions procedures**

The school Accessibility Plan can be found at <http://staging.corbetsteyschool.org.uk/wp-content/uploads/2020/12/Accessibility-Plan-November-2020.pdf>

The Local Authority procedures for admissions to special schools can be found at

<http://staging.corbetsteyschool.org.uk/wp-content/uploads/2016/10/SENNEWCRITERIA07 Part 2 1 051016.pdf>

Please see the following link for a flowchart of the admission process:

<http://staging.corbetsteyschool.org.uk/wp-content/uploads/2021/01/Admissions-process-for-Corbets-Tey-School-and-CTS@The-Avelon.pdf>