



## Causeway School

# SEN Information report and our offer for young people with special educational needs and disabilities.

### 1. How does the school know if young people need extra help and what should I do if I think my child may have special educational needs?

If the young person enters the school from a local primary school, the Director of Inclusion and SENCO and lead transition teacher will collect information from their teachers in Terms 5 and 6 prior to the academic year of entry. The school will also use information collected from the primary school, such as reading and spelling ages, a behaviour profile, SAT results and attendance. In Term 1, all Year 7 students will take a cognitive ability test (CAT).

Parents are encouraged to provide additional information at the transition evening in June and also at the first parent/tutor meeting held in Term 1. At any time parents can contact their young person's tutor, the Director of Inclusion or SENCO with any concerns or to share information.

If a child has a Statement of Educational Needs or an Education, Health and Care Plan (EHC) the SENCO will work with the Local Education Authority and attend the final review at Primary School.

If you feel that your child may have special educational needs it is recommended that in the first instance a conversation is held with the students tutor.

### 2. How will the school support a young person?

The key people for every young person are the two tutors that they meet daily. Tutors and parents will work together to support the young person. For children with Statements or EHC Plans, the SENCO will ensure that their needs are met from the resources made available from the school budget and this process is monitored by the Governor with responsibility for SEND.

The SENCO is responsible for communicating information about education plans to the parents, although tutors will be communicating and monitoring regularly too.

All teachers are required to deliver lessons having regard to students' needs and are fully aware of all relevant information held about their students.

We provide an Accelerated Progress group of about 15 students in Year 7 with more classroom support that students can move in to or out of depending on their academic and social needs.

The Mandela Centre is a facility for students who find mainstream lessons very difficult. The Centre is organised with a curriculum delivered by teaching staff and a Teaching Assistant. The curriculum runs alongside the main school curriculum, as far as possible, so that students can re-integrate back into mainstream lessons as soon as they are able to.

### 3. How will the curriculum be matched to my child's needs?

Students are placed in groups appropriate to their ability. Support is offered in lessons from Teaching Assistants who are specialists in a subject area or areas, so that differentiated approaches are followed, therefore meeting the needs of all children. High quality teaching, differentiated to meet the needs of different students means that lessons are planned and taught to take account different learning styles.

The Accelerated Progress group in Year 7 supports students who may need a longer time of transition from Primary to Secondary school or for whom the pace of lesson needs to be more appropriate for their needs. These groups emphasise literacy and numeracy development.

#### **4. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

Assessments are undertaken termly and the results reported to parents. At the start of Year 7, parents are invited to meet with their child's tutors. At this point a thorough discussion is held lasting about 45 minutes. Parents and student are asked for their opinions regarding the first few weeks and any issues can be resolved at this point. This can involve learning in lessons, homework advice and any social concerns that may have arisen. Teaching Assistants who know the children well, may also attend these meetings.

Each year group has an Academic Review with the tutors in a similar format to the Year 7 meeting. Also each year group has a subject based Parents Evening, providing a closer look at the student's progress. The Director of Inclusion and SENCO are present at these Parent Evenings for advice and support.

Our School web site has information for parents to support homework with special regard to those with literacy difficulties.

#### **5. What support will there be for my child's overall wellbeing?**

Tutors lead personal development sessions on social, health, education and citizenship which all students take part in. To further support wellbeing the school has a Development Mentor in each House, (**Churchill, Pankhurst, Brunel and Keller**) who has a responsibility to the Head of House for the pastoral needs of the students. They are a further point of contact for parents alongside the two tutors.

For students who are particularly vulnerable we have a facility called The Sanctuary, where they can go for a short period of time to gain peace and quiet and support for self-esteem or other social issues that may be bothering them.

Alternative arrangements are in place for students who may feel unable to cope with the volume of students at break and lunch times. We encourage activities and socialising during this period.

Medication is supervised and issued to students by our Reception staff and parents will be required to complete relevant forms. All medicines must be boxed with clear instructions and stored in a locked cabinet in our first aid room.

Students who need assistance with personal care will be supported by trained members of staff who will approach each case in a sensitive and professional manner.

Our positive behaviour policy is based upon our vision, its foundations are rooted in our aspirations for the sort of school staff, students and parents want us to be and of which they will be proud to be a part and to which they will want to belong. Our vision is to create an inspiring and ambitious community of learners who make a profound and valued contribution to the world.

We aim to:

- Improve our response and ensure consistency and fairness.
- To give clear instructions to deal with behaviour issues.
- To support students and provide focused intervention where necessary.
- To have a system that is focused on improving behaviour rather than punishment.
- To reduce the need for detentions and sanctions.

## **6. What specialist services and expertise are available at or accessed by the school?**

Our inclusion team at the school continues to grow. The team has a wealth of knowledge and training held by the many staff. We are also able to access support from the following:

ISEND – Integrated SEND support service

- Speech and Language Therapy Service
- Service for Children with Sensory Needs
- Flexible Learning Educational Support Service (FLESS)

Also:

- The Education Support, Behaviour & Attendance Service (ESBAS)
- Targeted Youth Support Workers
- WiSE Project
- School Nurse
- Child and Adolescent Mental Health Service (CAHMS)
- School Police Safety Officer
- Youth Support Team
- Virtual School (LAC)
- U19 Substance Misuse Team
- Travellers Education Service

## **7. What training have the staff supporting children with SEND had or are having?**

Our Teaching staff, Teaching Assistants and support staff regularly attend training to enable us to support students both academically and socially, strategies for supporting ASD, ADHD, mental health and physical disabilities are then shared with teaching and support staff. We have close working relationships with many support services and these relationships are of tremendous benefit to both students, staff and parents.

## **8. How will my child be included in activities outside the classroom including school trips?**

The Inclusion Department will always include students with SEND in any trips or activities, Teaching Assistant support will be made available to accompany students and the school has its own Mini Bus with wheel chair access. Staff will work with parents and trip organisers to make sure every eventuality is covered.

## **9. How accessible is the school environment?**

The Causeway School is a relatively new building that has great access to all areas for students with SEND. The school is a light and bright building with wide corridors and a lift system. Alternatively we are able to use the lift in Hazel Court. We have a fully equipped disabled toilet with an overhead hoist facility.

Students whose first language is not English are supported by staff from The Traveller and English as an Additional Language Service (TEALS) and we operate a very close and supported working relationship with them when they advise our Subject Teachers.

## **10. How will you prepare and support my child to join college, transfer to a new school or the next stage of education and life?**

The process of transferring to College will begin in Year 10. A taster day will be organised so that students can sample the different courses available. Staff from the Inclusion Team will be on hand to offer support and guidance. We also work very closely with the SEN Personal Advisor from the transition team to make sure all information and support is shared between school and college and that a moving on plan with parental support is put in place. The school also works closely with local companies who support a Year 11 Interview day and provide individual feedback to students. Another exciting opportunity is that all Year 10 students attend a week of Work Experience with local companies, to gain valuable experience in the work place.

If a student should transfer to another school all information will be passed on and conversations will be held between Key Leaders of both schools.

## **11. How are the school's resources allocated and matched to children's special educational needs?**

Following our identification process of students SEND needs, resources are used to fund:

- Accelerated Progress Group in Year 7
- Alternative curriculum
- Additional interventions during the school day and after school
- Mandela Facility
- Teaching Assistants
- Small teaching groups
- The Sanctuary
- Specialist equipment
- All relevant training
- Assessments from Primary Schools
- CAT tests on entry
- Literacy testing (LUICD)
- Parent information
- Statement and transfer reviews
- Medical advice and advice from other external services to support our decisions regarding the allocation of resources.

## **12. How is the decision made about what type and how much support my child will receive?**

On transition once all information has been received The Inclusion team will discuss how much support a child needs and where support has been identified as a need, staff will be informed and allocated to these areas.

The Director of Inclusion and SENCO will always maintain contact between teaching staff, support staff, and parents and reviews will be regularly held to maintain support to ensure progress is being made. The Senior Leadership Team are committed to raising the aspirations of all students, including those with Special educational needs and disabilities.

### **13. How are parents involved in the school? How can I be involved?**

How we work with parents is critical to the success of our students. As well as being open and transparent, we provide regular, structured opportunities for communication about how your child is progressing. Reports are sent home five times a year, and we hold Subject Evenings and regular Tutor Meetings where parents have a 45 minute uninterrupted conversation about their child's learning progress and personal development. Termly Parent Forums provide opportunities for parents to gather information and ask questions.

Our school Governors are involved in several ways. An SEN linked Governor regularly monitors the work undertaken to support students with special needs and disabilities. The teaching and learning and resources Governor Committees all take on the responsibility for this provision. We welcome any Parents who wish to become Governors of the School.

The Inclusion Team recognise that the communication between home and school is vital to ensuring our SEND students feel safe and supported within the learning environment and we welcome and respect parents input.

### **14. Who can I contact for further information?**

The school has a House system and all siblings will be placed in the same House making it easier for parents to have one point of contact. For students with SEND we encourage contact to be made via The Inclusion Department/Director of Inclusion/SENCO Mrs E Starkey, [estarkey@causewayschool.org](mailto:estarkey@causewayschool.org) or 01323 465700, to ensure information shared is relayed to the correct staff.

Contact details for all staff including the SENCO are held on the School website. The Local Authority Offer can be found on the East Sussex County Council website: [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer). This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

See our SEND policy (Special Education Needs), via the policies section on our website, for further information on how we value and support all students.

#### An invite for feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer or make suggestions to improve the information, please email [estarkey@causewayschool.org](mailto:estarkey@causewayschool.org)

If you require this information in another language, larger print or in buff please contact us.

(November 2016 – currently under review)