

Crompton House School

SEND Information Report

Our commitment

Through loving god, caring for each other and achieving excellence, we aim to provide a fully inclusive education for all students regardless of gender, disability, culture or economic status

How Crompton House School supports children with SEND

Crompton House School offers a range of support networks for pupils with SEND. Our Heads of Year and Assistant Heads of Year responds to any pastoral issues that may arise.

- The department employs Teaching Assistants who are trained to meet the individual needs of the students, under the guidance and procedures outlined in the Special Educational Needs and Disability Code of Practice: 0-25 years, 2014.
- We employ a fully qualified nurse (Matron), to look after the health needs of pupils and staff, in addition four members of staff are fully qualified First Aiders and many others are qualified to deal with most emergencies.
- There is a Pupil Hub, where pupils with SEND are welcomed during unstructured times. They are encouraged to participate in extra curricular activities or alternatively just meet with their friends. Teaching Assistants are on hand to facilitate social support.

Matron maintains Health Care Plans for medical purposes, which are regularly up-dated. It is the responsibility of the parent/carer to ensure that inhalers and any required medication is brought in to school and is in date. We also require that the relevant information on dosage, application or administration is clearly identified. The SENCO maintains Health Care Plans for pupils with a disability when necessary.

SEND students are included in the Review of EHCP's and SEN Support Plans where they present their views on their education and provision offered by the school.

How we include parents

We actively encourage and welcome parents to be a part of their child's education. The parent's/carer's voice can be heard through the Review process, both for pupils with Education, Health and Care Plans (EHCP) and students who have SEN Support Plans

At Crompton House School we encourage parents/carers to become involved by attending Parents' Evenings and events, which celebrate the success of your child and to support us in every aspect of your child's education. Parents are invited to attend review meetings to discuss their child's progress on a regular basis.

We hold regular Parents' Evenings where you can discuss your child with individual teachers. Parents/carers are given information about options, revision techniques and how to support their child with their learning at home.

In addition, the Inclusion Department holds individual reviews for certain pupils where the need is deemed to be greater. We also hold reviews of our pupils who an Educational and Health Care Plan or an SEN Support Plan. We work closely with the Team at POINT and hold joint parent forum coffee mornings once a term for parents of students who have Social Communication Difficulties.

At Crompton House school we actively encourage parental involvement. Please do not hesitate to contact us if you would like to visit the school and speak to a member of staff. Please contact your child's Head of Year or the SENCO in the first instance.

How we identify those with Special Educational Need or a Disability (SEND)

The Inclusion team works closely with:

- Pupils and their parents/carers
- Feeder schools
- Staff who are in regular contact with the pupil
- Specialist professionals to identify specific need

- Assessment data

In line with the Code of Practice 0 – 25 (2014) a person centred approach is adopted.

There is regular assessment of all pupils and a child is only identified as SEND if adequate progress has not been made after all the relevant interventions/adjustments and good quality personalised teaching has been put into place.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils. Each student who has a diagnosis of SEND has an personalized information sheet, which outlines teaching strategies and comments on behavior for learning which will allow the student to access the universal offer within the classroom environment.

The quality of teaching should be regularly reviewed and should include improving teachers' and staffs' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

How we prepare and support children during transition to and from school

We have close liaison with the primary schools where relevant information is shared about each child's individual needs. There are 2 official transition days when all pupils visit the school and a transition evening when pupils and their parents visit the school and the pupils meet their form tutors. Pupils with SEND are encouraged to visit the school as often as necessary prior to transition.

We actively encourage visits from prospective parents and their children. If your child has a special educational need you should contact the SENCO, Mrs K. Heywood and HLTA Mrs K.Chadderton and make an appointment to visit our school.

For pupils moving on to Key Stage 4 & 5, preparation is embedded into the process of the EHCP reviews. For pupils moving on to college or another training provider, a Career Guidance Interview (CGI) takes place with the Careers Advisor and all relevant information contained within the EHC Plan and CGI is forwarded to the next training provider.

We actively encourage visits from prospective parents and their children to speak to relevant staff. If your child has a special educational need and you are considering Crompton House School for his/her education, you should contact the Inclusion Team and make an appointment to visit the school. If you are unsure of your child's need please make contact with the school's General Office and they will help you contact the relevant person to help you.

You can contact the Inclusion Team directly on 01706 847451 ext 266 or alternatively you can email directly at k.heywood@cromptonhouse.org

How the curriculum is matched to the child's needs

All staff at Crompton House School are aware of the need for all pupils to have access to a broad, balanced and differentiated curriculum. Departments provide resources to meet the needs of all the pupils they teach. They use differentiated materials and different teaching and learning styles. These materials and teaching styles are planned in response to the individual pupil information sheets.

Learning is planned by individual teachers with support from the Inclusion Department where necessary. Homework is provided regularly for all our pupils and advice on how parents can assist is readily available from the school. Where specific learning difficulties occur, parents will be consulted individually.

By providing targeted interventions, we aim to enable all our pupils to access a broad and balanced curriculum so that they can achieve their full potential academically and socially.

We regularly review the needs of, and the provision for, individual pupils. This will involve gathering information from the professionals involved with the child; teachers, support staff and outside agencies. Parents/carers are kept informed of developments and consulted about their views of our provision. Our first response to parental/carer concern will be high quality teaching targeted at areas of weakness. Also it is critical that the pupils and their parents/carers are actively involved, so when the school has concerns about a child the parents are always informed in the first instance. We value the knowledge, parents/carers have about their children and their perception of their needs.

At Key Stage 4, there are three different pathways, which are linked to a pupil's individual ability. Option guidance interviews are offered to all pupils and their parents to ensure that option choices are matched to the child's needs.

How we know if a child is progressing and developing

We regularly assess all our pupils to ensure that they make expected progress throughout the year. This is in the form of regular teacher assessment, which is collated and analysed by the SENCO and other relevant key staff.

We hold regular Parents' Evenings where you can discuss your child with individual teachers. In addition, the Inclusion Department hold individual reviews for certain pupils where the need is deemed to be greater. We also hold reviews of our pupils who have a statement of SEND/EHC Plan.

At Crompton House School we actively encourage parental involvement. Please do not hesitate to contact us if you would like to visit the school and speak to a member of staff. Please contact your child's Head of House or the SENCO in the first instance.

The regular collection of data is analysed in line with National Standards. Should a learning need be identified, parents/carers will be informed and strategies to support the student will be introduced. In the first instance, this may involve supporting through high quality teaching within individual lessons, ensuring that the learning style of the child is recognised. Further strategies employed can be:

- Mentoring
- Small group support
- In class support
- Involvement of outside agencies

Specialist services and expertise available at or accessed by the school

The SENCO has the NASECO qualification. The Assistant SENCO is an associated member of the British Dyslexia Association (AMBDA) and has a Diploma in teaching Pupils with Specific Learning Difficulties (DipSpLD). All members of the SEN team take part in regular training and development activities to ensure that their knowledge is current and that good practice is shared. We also have staff who are trained in the primary phase and work with students who have SEND.

We access a range of support services dependent on the needs of our students. These include:

- The Educational Psychology Service
- Speech & Language Service
- CAMHS
- Quality and Effectiveness Support Team (QUEST)
- Physical Impairment Team
- Visual Impairment Team
- Hearing Impairment Team
- Physiotherapy Services
- Occupational Health Services

Contact details of Specialist Support Services, including arrangements made in accordance with Clause 32 are available on the Oldham Local Authority website.

How children will be included in activities outside the classroom including school trip

Parents/carers often want to know if their child will be able to access all of the activities at school. This will depend on the nature of the disability. Every effort is made to include all pupils but, where there may be health and safety concerns, alternative arrangements are made. A range of strategies will be employed to help children be included, these may include:

- 1:1 adult support
- Alternative transport arrangements
- Use of specialist equipment e.g. wheelchairs

Parents/carers are always kept fully informed of school trips. Specific areas of risk are always brought to the attention of parents/carers in letters home with accompanying consent forms for signature. Medical and emergency contact details are always requested. In cases of severe need, parents/carers will always be consulted in person.

How decisions are made about what type and how much support a child will receive

Decisions are reached in consultation with a range of people and services, which include the parents/carers. The decision is a consensus of all interested parties and is made with the best interests of the pupil who is at the centre of the process. Parents/carers are asked to provide their views throughout the process. A rigorous assessment process and analysis of data as well as the views of the young person involved will be used to judge whether the support has had an impact.

How resources are allocated and matched to children with SEND

Crompton House School allocates funding, in line with Government guidelines, to individual SEND students to provide for their individual needs, liaising with staff, pupils, and parents/carers to make sure that our resources are matched to each individual child. At Crompton House School there is careful identification of need and all levels of provision are carefully monitored. High quality teaching is a priority in our school and is available to all pupils, whilst others may be supported in smaller groups or individually.

How we train staff to support pupils with SEND

Training for SEND at Crompton House School is on-going to ensure that all staff are proficient and fully up to date with recent legislative practices. Training is undertaken in accordance with need within the school setting. All teachers have recently undertaken the Outstanding Teacher Programme and all Teaching Assistants are currently undertaking the Outstanding Teaching Assistant Programme.

Who to contact for advice

We encourage parents/carers to make contact with the school should they have any concerns about their child's progress or learning in school. Who to contact will depend entirely on the nature of your concern. Our staff will listen to your concerns and take appropriate action. You may consider contacting the following staff:

- If it is a learning need, you may wish to contact the SENCO
- If the concern is more of a pastoral matter
 - Form Tutor
 - Head of Year
 - Assistant head of Year

If it is a medical concern you would contact Matron.

There are opportunities to contact us about things that have happened both at home and at school. All our pupils carry with them Student Planners. Parents/carers are encouraged to use these as a means of communicating information both to and from school. Should parents/carers wish to contact school by telephone, then the child's Head of Year or the SENCO should be the initial contact.