



Special Educational Needs Information Report 2021-2022

Executive Head Teacher: Sophie Addison
SENCO: Emma West

<p>What types of SEN do we provide for?</p>	<p>Critchill School is a maintained day special school for pupils aged between 4-19 years. Our pupil's identified needs are complex and severe in the area of cognition and learning. Our pupils may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition pupils may have sensory or physical difficulties.</p> <p>The admission arrangements for our pupils can be found on our website within the admission policy.</p> <p>All pupils who attend the school will have an Education Health and Care Plan (EHCP).</p> <p>Further information on the admissions and assessment processes to our school can be found on our website.</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>All of our pupils have Core & Thematic PLIMs. We also aim to create a learning environment that is flexible enough to meet the needs of all learners. We continually track and assess the progress of each individual to ensure learning is profoundly personalised.</p> <p>We understand each pupils' point of learning thoroughly. All learning activities within class are planned and personalised at an appropriate level, so that all learners are able to access learning according to their specific needs. This might mean that in a lesson there would be many different learning activities taking place. In addition to this, all of our students have highly personalised Personal Learning Intention Map's (PLIM) which staff ensure are embedded into all areas of the curriculum and school life.</p> <p>Our provision is based on a strong vision that our holistic, aspirational approach to education enables our students to make a positive contribution to school and to the community.</p> <p>We believe that learning should:</p> <ul style="list-style-type: none"> ✓ Engage and excite ✓ Ensure individuals develop a full range of academic, functional and independence skills ✓ Allow for skills and knowledge to be acquired and consolidated in a range of settings and environments ✓ Cater for a range of learning styles- Visual, Auditory, Kinaesthetic, & Tactile ✓ Fully prepare pupils with the foundations they need for a lifetime of meaningful paid employment.

How do we adapt the curriculum and learning environment?

The environment is designed to support children with individual needs e.g. visual timetables, individual workstations, specialist resources and equipment etc.as required

We ensure National Curriculum coverage and adapt and differentiate it to meet the needs of our learners. We teach English, Mathematics and Computing as discrete subjects as well as ensuring that they are embedded into our Thematic lessons.

Our curriculum is also enriched with opportunities to learn in a variety of settings such as:

- Hydrotherapy pool
- Soft play room
- Sensory room
- Creative Technology room
- Outdoors

We also have access to specialist equipment and trainers including:

- Rebound Therapy
- Eye gaze Technology

Further information can be found on our website in the following documents:

- Aspirational Curriculum
- CEIAG curriculum
- Teaching and Learning Policy

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

We are committed to providing a range of opportunities for our children to learn together alongside their mainstream peers. To this end, we have an Specialist Provision Lead who facilitates partnerships with local mainstream schools as well as supporting other mainstream pupils with SEN in schools across Mendip and our trust schools.

We take part in collaborative events and learning opportunities with other local schools and facilitate learning groups based at Critchill where our students can work with their peers from other schools. These groups have included:

- Music projects with a local Music Charity, Jackdaws
- Reading Projects
- Communication groups
- Sensory groups

As a school, we regularly take part in cross county sporting events as well as local community based projects including working with other schools within the Frome Learning Partnership (FLP)

How do we consult parents of pupils with SEN and involve them in their child's education?

At Critchill School parents are fully included in the process of working with their children/young adults.

This includes:

- Initial visits to school
- Introductory meetings
- School entry plan meetings for all pupils regardless of age
- Daily home/school book for information exchanges and key messages
- Parent/Carer and teacher meetings (PLIM) including update from professionals
- Annual Review meeting and report
- Parental representation on Governing Body
- Parent involvement in changes in school through informal and formal consultation
- Friends of Critchill

How do we consult pupils with SEN and involve them in their education?

All children and young people in our school are treated with dignity and respect. There is full personalisation for the curriculum for each pupil in order that they can access and experience success through-out their school life.

At Critchill School each student has 2 Personal Learning Intention Map's (PLIM.)

- Core PLIM: Includes 2 Personal Learning Intentions for English and 2 Personal Learning Intentions for Maths.
- Thematic PLIM: Includes aspirational personal learning intentions in eight key priority learning areas.

Students and their parents/carers are involved in contributing to PLIMs and reviewing their progress against them throughout the school year.

Our children are encouraged to self-elect into different 'teams.' Which meet regularly at lunchtimes. These teams allow students to contribute to and decide on a variety of aspects of school life. Adults attend these teams but they are facilitated by the children. It is an opportunity for pupils to use the school community to find out more about themselves, what they want to do in the future and then gain skills in order to help achieve their goals. Currently teams include Wellbeing Team and Sports team.

The assessment and annual review process of EHC Plans includes the choices and views of pupils as appropriate.



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How do we assess and review pupils' progress towards their outcomes?

We have a cycle of assessment activities which assess our pupils to ensure that they make rapid and sustained progress depending on their individual starting points. We audit a pupil's strengths and needs each year in relation to progress s/he makes during the previous year. From this, we design PLIMs. We have six PLIM moderation events each academic year which challenge our staff to consider how they can adapt their teaching to maximise learning opportunities.

Children have PLI's focused on the following key priority learning areas: Maths and English, My ICT, My Communication, My World Connections, My Self and Body, My Play/Leisure, My Thinking, My Community and contribution and My Creativity.

We also use a range of assessment tools to monitor and track our pupils progress (social and academic) including:

- PLIM tracking
- THRIVE (Social and Emotional aspects of development)
- Bug Club (Phonics)

Further information can be found on our website in the Assessment Policy

How do we support pupils moving between different phases of education?

When a pupil is due to enter Critchill School we ensure an appropriate period of transition from their former school through good liaison with school staff. New families are invited in for a school tour and School Entry Plan meeting so that we can get to know the Strengths, Needs and Interests of the child so that learning can be personalised from the beginning of their learning journey at Critchill.

All transitions within school are well planned for as children and students move from class to class and phase to phase. At the end of each academic year students undertake 'Transition Days' in their new classes to prepare them for the new academic year.

Parents/carers always have the opportunity to meet the new teacher and class staff through formal arrangements such as Annual Reviews and PLIM evenings and informally at social events.

How do we support pupils preparing for adulthood?

At Critchill school we strongly believe that all of our pupils should aspire to be valuable, contributing members of the local and wider community.

Students are supported in planning for their transition from school to adult life. Preparation is evident across both our curriculum and within our PLIMs. Our post 16 students undertake much of their learning within the local community.

Post 16 students undertake a range of learning in order to prepare them for their next steps. This includes functional skills in English and Mathematics, Level 1 Food Hygiene and Bronze Arts Award. Some work towards gaining accreditation in Life and Living skills. At Critchill school we place a high importance on preparing our P16 students for:

- Moving into employment
- Future learning
- Health
- Independent living
- Self-development and personal skills
- Citizenship and Community contribution

As part of our Working Futures programme we work closely with our local business community to set up sustainable links that will provide Critchill students with work experience opportunities that match their skill sets, interests and will build skills that employers need in the future.

How do we support pupils with SEN to improve their emotional and social development?

We are an inclusive school that holds a child's emotional and social development as a priority. The class teachers have an overall responsibility for the pastoral, medical and social care of every child in their class.

Critchill School also has members of staff who have undergone THRIVE practitioner training. The key concepts of this have been shared with all staff and are part of our whole school approach. The Thrive approach uses a developmental model to help us understand how our learners develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults in student's lives should be in facilitating a child's development at each of the different stages.

Furthermore we are able to use the THRIVE approach to:



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- interpret children's behaviour
- identify particular developmental needs
- choose appropriate and targeted interventions
- track progress within students social and emotional development

The school Anti-Bullying Policy can be found on the school website. Parents can also contact the school office for a paper copy.

Critchill School is highly committed to ongoing training of staff. We track all staff training ensuring it is up to date and statutory duties are met.

All staff have clear job descriptions which detail the required qualifications for each post in school. Training is specifically related to the needs of learners in our school and also as required by statutory guidance. Last year we had a member of our staff team, successfully complete the 'Straight to Teach' Teacher training programme and this year we have another staff member going through the course.

Our annual Continued Professional Development (CPD) program consists of compulsory and optional CPD as outlined in our CPD timetable.

What
expertise and
training do our
staff have to
support pupils
with SEN?

At Critchill School we believe that:

- Good-quality CPD develops individuals and makes a measurable and significant contribution to school improvement.
- CPD should provide our staff with the freedom to innovate and try out different interventions to meet the needs of our pupils
- Professional learning is most effective when teachers collaborate and share practice

Other staff continue to gain a range of certificates to mark their commitment to courses such as Rebound Therapy, Paediatric First Aid and External Visit Leaders.

We continue to commit to having qualified trainers in school for courses such as Team Teach, Sign-a-Long and The Engagement Model training.



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How will we secure specialist expertise?	<p>Critchill School supports its staff to access a wide range of information on appropriate interventions for pupils with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise.</p> <p>We also secure specialist expertise through ensuring:</p> <ul style="list-style-type: none">• Support from external agencies up-skilling staff.• Bespoke training appropriate to meet the needs of our learners• Support from other agencies such as Speech and Language, Occupational therapy, Physiotherapy and Advisory Teachers• Specialist teachers and TAs leading specific areas of SEN Training to up-skill other staff e.g. Team Teach, THRIVE and Teacher of Visual Impairment <p>Professional partners such as Integrated Therapy Service (ITS) are involved in working with students, training staff, designing and monitoring specialist programmes and reporting to families.</p>
How will we secure equipment and facilities to support pupils with SEN?	<p>Critchill School is fully accessible for wheelchair users being on one level.</p> <p>We have reviewed and enhanced curriculum resources in response to the new curriculum.</p> <p>Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed annually.</p> <p>All parents and families are welcome to visit the school prior to their child or young person attending the school. We welcome the opportunity to show others our calm and purposeful school.</p>
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	<p>As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists, social workers, educational psychologists and specialist advisory teachers. The staff at Critchill School generally co-ordinate other professional meetings when the above can be involved. These include Annual Reviews and Parents evenings.</p>

<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The Senior Leadership Team (SLT) regularly undertakes evaluation of the school and its effectiveness culminating in a summary self-evaluation. This is shared and scrutinised by the local governing body and Multi academy trust who analyse and challenge where appropriate.</p> <p>The Trust, governing body and whole staff are involved in the review and revision of the School Improvement Plan (SIP). Judgements are made of the achievements of school initiatives, the impact on the pupils and this then in turn provides information to populate the summary self-evaluation.</p> <p>On a termly basis, the SLT analyse data collected from assessment of both PLIMs. This analysis helps to shape the pupil progress meetings with teachers, which in turn informs teachers' planning to ensure that the needs of all pupils are met.</p> <p>Strengths and Needs analysis' are carried out on entry to the school with parents/carers and other placement views are also taken into consideration, when carrying out these baseline assessments.</p> <p>Each term the pupils' PLIM are shared with parents and they are invited, if they wish, to come in and discuss the priority learning intentions contained within them.</p> <p>There are formal opportunities for parents to discuss their child's progress, but they will always have the opportunity to come into school to talk over any concerns, issues or find out more about the provision for their child.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The process for all complaints is made available in the School Handbook which is updated each year and sent out directly to families. The complaints procedure is also available on the website.</p> <p>If you would like to contact the governors please telephone the school on 01373 464148 or email:- chudson@critchillschool.com</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>As a school we work hard to be in effective communication with students and their families and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that concerns can be raised and dealt with easily.</p> <p>If the situation arises where families have a concern about the provision being made for their child or the impact of that provision we suggest that in the first instance young people and parents talk to class teachers. If the class teacher has been unable to reassure them that needs are being met effectively, in the next instance they should talk to a member of the Senior Leadership Team and then the Head Teacher. If they are still not satisfied they should consult the schools' Complaints Procedure.</p>



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<p>What support services are available to parents?</p>	<p>Parent and Family Support Advisers have been appointed to schools across Somerset to work directly with children and their mothers, fathers and carers along with other agencies and services to improve student participation and learning opportunities.</p> <p>The overall aim of the PFSA role is to respond to early indications that children and families could benefit from additional support.</p> <p>Our PFSA aims to:</p> <ul style="list-style-type: none">•To support parents and carers.•To strengthen communication between school and home.•To improve pupil attendance and achievement.•To ensure parents and carers are aware of outside agencies offering help and advice.•To encourage parents and carers to take an active part in their child's education and the running of their school.
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>Somerset's local offer details all Somerset can offer pupils and parents of children with special educational needs.</p> <p>Somerset's local offer can be found at: https://choices.somerset.gov.uk/</p> <p>Our Local Offer can be found at: https://choices.somerset.gov.uk/025/schools/critchill-special-school/</p>