|  |  |  |
| --- | --- | --- |
| **Midsomer Norton Schools' Partnership is a partnership of schools working together to**  **improve the educational experiences for all learners.**  **The Trust is committed to providing a broad, balanced and aspirational curriculum in all of its schools, so that all children and young people develop the character and qualifications**  **needed to open doors to their future success.**  **A strong focus on developing and providing inspirational teaching and leadership in all**  **schools, through school-to-school improvement, ensures outstanding progress and**  **educational enjoyment for all members of our partnership’s community.**  **We offer a personalised approach to support each child, to**  **progress and achieve. We promote achievement by removing the barriers to learning and**  **using a bespoke approach to delivering a wide range of strategies for pupils with a diversity of needs.**  **Critchill supports the MNSP SEND Team.**  **The aims of the MNSP SEND Team:**  **▪ Support mainstream schools in meeting the precise and specific needs of pupils with**  **SEND to ensure that all young people make progress regardless of their specific**  **learning needs**  **▪ Help teachers and teaching assistants feel more confident in their day-to-day work in**  **the classroom**  **▪ Build confidence through being able to talk to, observe and work alongside skilled**  **practitioners from special school settings and professionals with specific expertise**  **▪ Further develop partnership between special schools and mainstream schools in a**  **strategic, planned and transparent way**  **▪ Prevent failure and promote a culture of success** | | |
| What types of  SEN do we provide for? | | 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.    The admission arrangements for our pupils can be found on our website.  <https://www.critchillschool.co.uk/useful-information/admissions.htm>    All pupils who attend the school will have an Education Health and Care Plan (EHCP). |
| What is our approach to teaching pupils with SEN? | | 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.  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 Maps (PLIM) which staff ensure are embedded into all areas of the curriculum and school life.    All of our pupils have Core & Thematic PLIMs. We 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.    We believe that learning should:   * 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 for adulthood. |
| How do we adapt the curriculum and learning environment? | | We teach English, Mathematics and ‘Critchill Code’ (PSHE) as discrete subjects as well as ensuring key skills are embedded into our Thematic lessons. We use the National Curriculum as a vehicle to teach students a broad and balanced curriculum. Students are assessed on their profoundly personalised curriculums.    Our curriculum is also enriched with opportunities to learn in a variety of settings such as:   * Hydrotherapy pool * Soft play room * Sensory room * Sensory Garden and Garden Room * Outdoors and Forest School.     We also have access to specialist equipment and trainers including:   * Rebound Therapy * AAC Technology * Eye gaze Technology   The environment is designed to support children with their individual needs, be able to access learning e.g. visual timetables, individual workstations, specialist resources and equipment. |
| 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. We facilitate 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 mainstream peers. 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 child. This includes:   * Initial visits to school * Introductory meetings * School entry plan meetings for all pupils when they begin a placement, regardless of age * Daily home/school book for information exchanges and key messages * Parent/Carer and teacher meetings (PLIM) * 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 of the curriculum for each pupil in order that they can access and experience success throughout their school life.    At Critchill School each student has 2 Personal Learning Intention Map’s (PLIM.)   * Core PLIM: Incudes 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.    The assessment and annual review process of EHC Plans includes the choices and views of pupils |
| 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 Technology, My Communication, My World Connections, My Self and Body, My Play/Leisure, My Thinking, My Community and contribution and My Creativity.    We also track our students' phonics skills using bug club software. |
| 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 up the school.    Parents/carers 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.    Post16 students undertake a range of learning in order to prepare them for their next steps. This may include; functional skills in English and Mathematics, Food Hygiene and Bronze Arts Award.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.  At Critchill School, we have developed ‘The Critchill Code’, which is centred on a ‘School wide positive behaviour support model’ (SW-PBSM). This approach is an effective, efficient and consistent method for implementing ‘The Critchill Code’ and provides a consistent school-wide approach for all stakeholders.  The ‘Critchill Code’ ensures our school:   * Is a safe, caring and inclusive environment free from bullying, harassment, intimidation and discrimination * Is built on positive, respectful and supportive relationships * Recognises, acknowledges and celebrates efforts and accomplishments * Places a high regard on student & staff well-being * Nurtures belonging and connectedness * Promotes and celebrates equity, equality and diversity * Has clear expectations and consequences that are appropriately personalised to a pupil’s development/ age   Principles of ‘The Critchill Code’   * Creating a safe and caring school is a process, which requires ongoing support, direction and attention from all stakeholders. * All members of the school community are responsible for the positive culture of the school. Student, teacher, parent and community engagement must be encouraged, nurtured and expected. * The school community consists of students, parents/guardians, volunteers, teachers, and other adults who are in contact with students and school staff, in any school setting or school related activity. * The positive nature of relationships within the school community, and the consistent, inclusive and nurturing nature of the school permit students to build healthy relationships, to create a strong and supportive social network, to develop emotional well-being and to achieve to the best of their ability. * Fair and consistently implemented policies contribute to positive learning environments and reduce bullying, harassment, intimidation and discrimination. * Positive social behaviours must be taught, modelled and reinforced throughout the curriculum and embedded in all aspects of school life. * Inter-agency collaboration and community partnerships are essential components of building and maintaining a safe, caring and inclusive school environment.   The ‘Critchill Code’ encompasses three statements:   * Be Kind * Be Safe * Be Resilient  |  |  |  | | --- | --- | --- | | Be Kind | Be Safe | Be Resilient |   Each class receives a weekly lesson ‘Critchill Code’ lesson. Lessons encompass a range of themes and our curriculum map allows for progression and sequential learning across the school. Themes are personalised for classes and individuals to ensure that progress is maximised.  Staff are also encouraged to use ‘Code’ lessons to respond to events within school and the wider world & to celebrate and recognise achievement against the three code statements.   Pupils can ‘articulate’ the Code, what it means for them and understand how it will support them towards their Preparation for adulthood.    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 interpret children’s behaviour and  identify particular developmental needs Anti-Bullying Policy [Midsomer Norton Schools Partnership policies.](https://www.midsomernortonschoolspartnership.com/trust-policies.htm) | |

|  |  |
| --- | --- |
| What expertise and  training do our staff have to  support pupils with SEN? | 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. We have had three members of our staff team, successfully complete the ‘Straight to Teach’ Teacher training programme.    Our annual Continued Professional Development (CPD) program consists of compulsory and optional CPD as outlined in our CPD timetable.    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, Duke of Edinburgh and External Visit Leaders.    We continue to commit to having qualified trainers in school for courses such as Team Teach, Sign-a-Long, Moving and Handling, Attention Autism and The Engagement Model training. |
| How will we secure specialist expertise? | 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.    We also secure specialist expertise through ensuring:   * SEND Hub colleagues are regularly at Critchill School. This allows input and day to day liaison. * 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     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. |

|  |  |
| --- | --- |
| How will we secure equipment and facilities to support pupils with SEN? | Critchill School is fully accessible for wheelchair users being on one level.    We have reviewed and enhanced curriculum resources in response to the new curriculum.  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.    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 is available on the MNSP website. [Midsomer Norton Schools Partnership policies.](https://www.midsomernortonschoolspartnership.com/trust-policies.htm) |
| How do we involve other  organisations  in meeting the  needs of pupils  with SEN and supporting their families? | 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 co-ordinate other professional meetings when the above can be involved. These include Annual Reviews and Parents evenings. |
| How do we evaluate the  effectiveness of our SEN provision? | The Senior Leadership Team (SLT) regularly undertakes evaluation of the school and its effectiveness culminating in a self-evaluation. This is shared and scrutinised by the local governing body and Multi academy trust who analyse and challenge where appropriate.    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 self-evaluation( SEF.)    On a termly basis, the SLT analyse data collected from assessment of both PLIM documents for each student. 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.    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.    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.  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 or find out more about the provision for their child. |

|  |  |
| --- | --- |
| How do we handle  complaints  from parents  about provision made at the school? | 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 effectively.  The complaints procedure is available on the MNSP website. [Midsomer Norton Schools Partnership policies.](https://www.midsomernortonschoolspartnership.com/trust-policies.htm)    If you would like to contact the governors please telephone the school on 01373 464148 or email the clerk :- cgordon@critchill.mnsp.org.uk |
| Who can young people and  parents contact  if they have  concerns? | 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 effectively.    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. |
| What support services are  available to  parents? | 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.    The overall aim of the PFSA role is to respond to early indications that children and families could benefit from additional support.    Our PFSA aims to:  •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. |
| Where can the LA’s local offer be found? | Somerset’s local offer details all Somerset can offer pupils and parents of children with special educational needs.  Somerset’s local offer can be found at[:](http://www.somersetchoices.org.uk/family/information-and-advice/somersets-local-offer/) <https://www.somerset.gov.uk/children-families-and-education/>  **Somerset Graduated Response Tool**  Quality first teaching underpins all educational provision. It focuses on inclusive practice and  breaks down barriers to learning. For the majority of children this can be achieved by  identifying specific barriers, followed by personalisation and differentiation using strategies  as identified in the Somerset Graduated Response Tool. The Somerset Graduated  Response Tool breaks down SEN into four broad areas of need. This targets specific  support for teachers to plan and for any interventions to take place. You can learn more  about the Somerset Graduated Response at: https://www.somerset.gov.uk/children-  families-and-education/the-local-offer/education/what-to-expect-from-education    Our Local Offer can be found at:  <https://www.somerset.gov.uk/schools/critchill-special-school/> |