

SEN INFORMATION REPORT 2018

What types of SEN do we provide for at Cloughwood Academy and what is our approach to teaching these pupils with SEN?

This is an all-through special academy for children with Social Emotional and Mental Health (SEMH) difficulties from year 4-11. All pupils have a statement of SEMH and may also have additional needs such as attachment difficulties, Attention Deficit Hyperactivity Disorder (ADHD) and traits of autism or Aspergers. All learners at Cloughwood are provided with an appropriately-paced and differentiated curriculum. We endeavour to match the demands of a learning task to the capability of the pupil, and employ a range of differentiated pedagogical approaches, including structured academic and social interventions and challenging extension work, for pupils in our special academy so that learners will be able to achieve their maximum potential.

How do we identify pupils who require academic interventions?

Twice in each academic year all pupils are tested using the 'new group reading test'. This establishes a baseline level for each pupil in the school in examination conditions irrespective of their SEMH needs and it is completed independently in a group session. Any pupil who does not demonstrate functional literacy skills and/or is falling below functional reading age or with a standardised age score of 70 or below will have FFT W3 intervention, the inference intervention or Grow@KS3 intervention dependent on their individual needs.

How do we identify pupils who require social interventions?

After considering the pupils progress against outcomes outlined in the social and emotional outcomes section (3) in each pupils EHCP it is decided on a termly basis and what would be the most appropriate next steps to improve pupils emotional wellbeing and enable each pupil to have a mindset that will enable progress both emotionally, socially and academically. Most of these interventions take place during enrichment enabling pupils to arrive home in a more regulated state and so as pupils have access to academic learning during all lessons. It will then be decided what type of social or therapeutic intervention each pupil will benefit from. We offer theraplay, foundations 4 change, Lego build 2 express, ELSA, ARTiculate, and a specially adapted version of the John Muir award that has been developed by Educational Psychologist Jude Joughin and the schools SENCo. This intervention includes sections on self care, money management, stress release, identity and dealing with change.

How do we adapt the curriculum and learning environment to be as inclusive as possible?

Class sizes are small at Cloughwood Academy, enabling each pupil to have a differentiated target in each lesson. Therefore, all work is carefully differentiated for each pupil by the class/subject teacher to enable pupils to achieve their potential and verbal and written teacher feedback is used at regular intervals. Teaching assistants may be allocated to role model tasks when these tasks are not understood or perceived as too difficult. At times teaching assistants may work with a pupil in class on a 1-1 basis or may 'team teach' a class with a teacher. Reading comprehension and writing is important in all subjects and there is a cross curricular emphasis on questioning for inference and inferential tasks. Rewards for achievement and effort are consistently applied throughout the school to motivate pupils and celebrate their success. The learning environment is ordered, bright, neat and tidy and as clutter-free as possible in order to aid pupils with sensory needs, poor attention and concentration skills to focus on their tasks. Each class has displays of key ideas, words and visuals to act as a prompt or reminder of expectations. KS4 Pupils also have enrichment sessions where extra targeted numeracy support takes place in smaller groups.

How do we consult parents and involve them in their child's education?

All of our pupils have a EHCP which details their main areas of strengths and difficulty; progress in addressing those needs is monitored every year in an Annual Review.

EHCPs place emphasis on quality collaborative, joined-up work with the intention of a wider range of professionals contributing to helping young people and their families address areas of need or difficulty.

Cloughwood has a strong ethos of parent involvement and ensures that parents are kept informed of their sons' progress throughout the year. Each pupil receives three reports every year: one at the end of the Autumn term, one just before the Easter break and a final, full summative report detailing a pupil's yearly progress at the end of the Summer term.

Young people who are Looked-After or in public care have additional support throughout the year. In addition to the reporting and monitoring processes outlined above, these pupils have multi-professional Personal Education Planning (PEP) meetings to monitor their progress in a number of areas and to identify if there are other interventions or support that can be added to further improve outcomes to ensure that those pupils are able to engage and participate as much as possible and to achieve at the same level as their peers.

In addition to the above provisions, there are many other ways that parents are kept informed at Cloughwood Academy: multi-agency work is helped through Team Around the Family (TAF) meetings, Child in Need (CIN) meetings and other arrangements to monitor pupils' and families' progress.

Parents' evenings take place at different points in the year for groups of pupils, at which parents/carers can visit school to talk about their son's progress. Each term parents are offered to take part in a discussion with an educational psychologist to look at ways of dealing with SEMH needs at home and improving parenting skills.

Cloughwood Academy is currently in the process of developing a parent forum for the school and, in addition to the usual parents' evenings and school celebrations, other events are being planned. Parenting classes began last year and are planned to take place each year and our aim is to create a Parent Teacher Association (PTA) in the near future. We are fortunate in having two parent directors on the Academy Board.

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

Pupils are monitored throughout the year by the Special Educational Needs Coordinator (SENCO) to check that the provision offered is enabling the pupil to meet outcomes from the EHCP. They are assessed using standardised testing test twice yearly and work is moderated and literacy targets are set in with a literacy consultant. These targets are used across the school and training is provided for all staff to support pupils to achieve these targets. Pupils' Statements and Education Health Care Plans are also reviewed yearly. The annual review includes the views of pupils and parents. Form tutors also have a responsibility to help create SEN Young Person profiles to help tutors and their teaching assistants reflect on what a child's needs are and how to meet them. Pupils on structured interventions such as, Grow@KS3 literacy and Inference training are monitored carefully using the Peter's test, the Single Word Reading Test (SWRT) and the benchmarking kit for literacy interventions. Boxhall assessments are used to assess social and emotional progress. We ensure all pupils are assessed for their suitability for external exam and are given support where necessary through the exam boards access facility. Students are assessed for support by tracking pupils who are non-functional readers. This monitoring is done by termly assessments of progress using the Peter's test, Benchmarking and SWRT test. If after significant interventions and quality first cross curricular literacy teaching a pupil still persistently fails to make expected progress than a form 8 is completed and an associate Member of the British Dyslexia association will assess pupils using DASH, WRAT and YARC tests for scribes and readers in exams where appropriate.

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

All transitions are well planned for throughout school as children and students move from class to class and phase to phase. Primary pupils are slowly and carefully phased into the upper school during the final half term of year 6. Pupils in year 9 begin some GCSEs and BTEC qualifications early in order to gain an understanding of the demands of the GCSE courses. Students are increasingly supported in planning for their transition from school to college life including the offer of traineeships. Staff from young person's services and a learning mentor work with pupils in

school to get to know them and to advise both students and parents/carers on what is available after leaving Cloughwood Academy. Pupils in year 11 are supported by the Motivational Learning Mentors to attend a traineeship where pupils will have the opportunity to try out a range of courses both vocational and academic at South Cheshire College and also complete voluntary work and other work-based learning throughout their final year to broaden positive experiences outside of school and prepare them for adulthood and life beyond school.

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

Pupils have a range of support available to them such as our Emotional Literacy Support Assistants (ELSAs), key workers and form tutors. If a child is identified as having a need that cannot be met by the skills of the academy then professional advice will be sought from other therapists and experts and pupils may require extra support inside and outside of school. For example this may be play therapy, counselling, Art therapy or Child and Adolescent Mental Health Services. This will be determined through a collaborative process within a review, involving the SENCO, the educational psychologist and the placing authority.

What training do staff have to support pupils with SEN?

The SENCO has the National Award for SEN Co-ordination Diploma (Post-grad certificate). There are four TA's trained in the 'Inference' intervention, three trained on a University College London accredited course in the 'Grow@KS3' intervention. To address SEMH needs, two staff are trained to deliver Foundations for Change which is an exciting therapeutic intervention specifically designed by Child in Mind to address the effects of difficult early life experiences in children and young people. Three staff are trained by educational psychologists as Emotional Literacy Support Assistants (ELSA). All trained ELSAs take part in regular supervision with educational psychologists to discuss concerns and talk about individual cases with specialists. All staff receive recent, up to date training on supporting the development of reading and writing skills, Attachment, Resilience, Speech, Language and Communication strategies and Specific Learning Disabilities. The goal of whole staff literacy training is to ensure every teacher is accomplished in teaching pupils the skills of word reading, comprehension and writing. Through this training staff develop a closer alignment between intervention session approaches and teaching and learning strategies used in lessons across the curriculum. The SENCO will also identify when training is needed for specific areas for the whole school staff and will deliver training or liaise with other experts such as educational psychologists, speech and language therapists or outside literacy and numeracy specialists who can deliver training to the whole staff. Regular training for De escalation and Safeguarding and Child Protection also takes place.

How do we evaluate the effectiveness of our SEN provision?

The leadership team at Cloughwood Academy, in collaboration with all staff, measure the performance of the additional needs provision every year in the Academy Self Evaluation document.

Data from all interventions is tracked across the year for every aspect of Social, Emotional and Mental Health provision as well as learning and progress in academic interventions.

The SENCO plans the intervention programme for the year and manages and monitors how the staff team delivers the programmes on a day-to-day and termly basis.

Form tutors monitor the progress of the pupils in their classes and ensure that pupils are kept on track whilst also keeping a close eye on the fact that each individual pupil is safeguarded from falling behind in any area of their education and development. Form tutors make regular phone calls home to celebrate success or discuss any problems that may arise.

Each year the SENCO produces a written report on the performance of the Special Educational Needs and Disability Inclusion Team (SENDIT) and produces data and other information about the progress of individuals and groups of pupils.

How do we handle complaints from parents with SEN about provision at the school?

Parents/carers are encouraged to contact their son's Form Tutor or the Principal in the first instance, to resolve any minor concerns informally. If concerns still persist, Cloughwood Academy

has a Complaints Procedure in place which is reviewed at least every three years, a copy of which is available on the academy's website or from the school office.