

<p>The Children’s Trust School –</p> <p>SEND Information Report 2023/24</p> <p>As required by SEND code of Practice 0-25 section 6.79</p>	
<p>Lead Director</p> <p>Melanie Burrough & Launa Randles</p>	<p>Date Reviewed</p> <p>January 2024</p>
<p>Lead Author</p> <p>Launa Randles</p> <p>Annual Review</p> <p>Maz Hanlon & Katy Buche</p> <p>Circulation</p> <p>Teachers & school therapy team</p>	<p>Annual review</p> <p>February 2024</p>
<p>Endorsed by</p> <p>Department for Education / SEND code of Practice 0-25</p>	<p>SEND code of Practice 0-25 section 6.79 2015</p>
<p>Approval Committee</p> <p>Educational Governance Committee</p>	<p>Ratified Date</p> <p>March 2024</p>
<p>Published Date</p> <p>March 2024</p>	<p>Next Review Date</p> <p>March 2025</p>

AimTo inform of SEND arrangements that ensure child or young person with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support / interventions relevant to their own presentations.

Practice in our school will reflect our school mission statement and onward vision for the school.

School Mission

To support children to live the best life possible achieving excellence in Education, Health, Therapy and Care (EHTC).

School Vision

The Children's Trust School will be a growth orientated, National Centre of Excellence for children & their families - in all environments promoting innovative, researched best practices through visionary, integrated EHTC.

The Children's Trust School is a non-maintained special school dedicated to providing EHTC exclusively for children and young people aged 2 -19 with complex education, health, therapy, and care needs.

We are committed to providing a secure, enjoyable, and stimulating learning environment, which will enable pupils to reach their full potential and have the best life possible.

As a special needs educational provision, we are aligned to the statutory requirements set out in the Special Educational Needs and Disability Code of Practice regulations (2014).

The SEND Code of Practice (Jan 2015), states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The school advocates these aims and seeks to ensure that all pupils, no matter what the complexity of needs they have, achieve their potential: personally, socially, emotionally, and academically in all areas of the curriculum.

Definition of SEND

The Children's Trust School identifies pupils as having Special Educational needs if they meet the definition as set out in the Special Educational Needs and Disability (SEND) Code of Practice (DfE, January 2015).

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Our specialisms within the school permit us to support children with:

- neurological disorders including degenerative conditions.
- brain injury
- global developmental delay or profound and multiple learning difficulties
- severe learning difficulties
- sensory impairments (visual, hearing, multisensory)
- communication and interaction needs.
- complex health and medical needs.
- tracheostomy
- assisted ventilation.
- complex medication regimes
- epilepsy, and
- children considered palliative.

The SEND Code of Practice 2015 sets out expectations shaping our SEND arrangements:

At the Children's Trust School

We:

- provide high quality teaching, personalised for individual pupils and within small whole class learning environments.
- have class teachers with input from on-site multidisciplinary team responsible for planning the curriculum and assessing progress.
- endorse high quality teaching, which includes effective assessment and target setting that identifies pupils making less than expected progress.
- acknowledge where progress continues to be less than expected and work in collaboration to assess possible barriers.
- respond to all pupil progress (interests & preferences) allowing them to extend their potential as individuals.
- gather and listen to the views of our pupils either via their own representations or advocacy.
- support our parents to have a vital role in all aspects of their child's education.
- review educational health and care plans (EHC plans) regularly in line with regulations.
- Teachers will review progress termly and identify when progress is not on track. The teacher will initiate a review which will highlight if interventions are needed to ensure expected progress has been made when reviewing small steps targets towards EHCP outcome as annual review point for each individual CYP.
- work alongside parents & professionals where a pupil is reaching a point of transition. MDT team will attend and contribute to transition planning and work alongside LA's in order to support a smooth and successful transition for parents and the young person.
- provide a multidisciplinary on-site integrated service to meet the child's strengths and needs.
- meet EHC specified provision and identify where EHC provision requires additional funding.
- devolve statutory and fundraised income to ensure access to required resources and equipment.
- manage our resources to ensure all pupils meet intended outcomes.

- focus on achieving outcomes and helping young people take a positive transition to adulthood.
- annually monitor and evaluate the effectiveness of our provision for pupils, by reporting on the progress of our young people and the quality of the provision for their special needs to the governing body.
- employ and train staff to implement SEND information/policy.
- providing equal access to a broad and balanced ImpACTS curriculum which
 - meets statutory requirements.
 - provides the cultural capital – best possible start & preparation for future success.
 - reflects the cultural diversity of society.
 - meets the needs of all pupils.
 - develops skills for independence and a pathway for an active role in society.
 - is relevant and respectful to their age and level of development and cognition.
 - Work with external agencies to ensure timely and effective communication, including the placing authorities' statutory bodies, referrals to early help, Virtual School Heads / training agencies & consultants / social services.

Delivery of our SEND arrangements

An organisational process outlines the procedure from receipt of a referral to a successful smooth admission.

Following initial screening of the EHCP, pupils requesting a referral for school placement may be offered a 'prescreen assessment' to ensure that the school can meet their education, health, care and therapy needs. This is a School based prescreen assessment but can include both a visit to a pupil's current provision and home.

Outcomes from the pre-screen identify need and priority areas for potential admission to the school. This will include specialist resources that may be required and additional adult support for learning. Full details are within the School Admission SOP 2023.

Transition between learning groups within school is also key. School leadership considers carefully how to accommodate learning needs. We provide essential handover from teacher to teacher towards the end of the summer term 1.

Parents / carers are essential partners in their child's learning. They are always welcomed and encouraged to contact the professionals involved to discuss their child's progress at any point on their learning journey. We do hold set dates to specifically discuss their child's learning intentions and progress. We have established virtual platforms to strengthen communication and keep families connected.

A statutory Annual Review meeting is scheduled where the Educational Health Care Plan is reviewed. The school multidisciplinary teams work in collaboration with families and professionals to plan and assess impact. It is the responsibility of the whole team around the child to monitor progress and development, recognise changes in strengths & needs and recommend any changes to provision.

The multidisciplinary work is across the school and residential accommodation to ensure that the child or young person's plans and programmes are designed holistically with strategies to optimise their accessibility to learn, participate and thrive. This information is held within the child's care

plan and reported on 24-hour evaluation for residential pupils and for day pupils in Home/school communication book.

We provide relevant access to a large team of on-site specialists, employed directly by the organisation including:

- teachers (including those qualified in Early Years, visual impairment, and multisensory impairment);
- qualified professionals trained to deliver Sounds of Intent (music)
- yoga specialist
- senior mental health lead who takes the lead on implementing Zones of Regulation
- therapists (including occupational therapists, physiotherapists, speech and language therapists, music therapists and multi-disciplinary technicians)
- play and leisure specialists
- medical staff (including doctors and consultants)
- nurses (including pediatric and learning disability)
- children's support assistants
- social work team
- critical care response team
- support staff (including specialist teaching assistants and care staff)
- educational psychologists
- many visiting professionals that support the curriculum and bespoke projects.

Where applicable, pupils are able to access on-site clinics that are relevant to them, or that they may be referred to, such as orthopedics, orthotics, audiology, visual and dentistry.

Arrangements for the Early Years

The Intent Statement for our Early Years is:

To create an inclusive and engaging environment in which children feel safe, valued and supported, which allows them to achieve their full potential and begin a lifelong love of learning.

We achieve this by: -

- Families choosing to attend our 'Stay & Play' TADDIES playgroup for children 0-5 with additional needs. Parents/carers must accompany their child. Taddies aim to be a supportive group that provides a network for parents/ carers and families.
- Receiving an enquiry on attending our EYFS provision. Enquires can be made directly by families / portage / LA / Health
- Attending our 'Tadworth Tots' early years provision 2-5 years.
- Most children attending Tadworth Tots have a spectrum of need from 'additional' to 'complex'.
- Some early years children do have an EHCP in place or move into the process of being assessed for the EHCP.

- Each child has an identified key buddy to support all processes.

Transition – Early Years

School practitioners work closely with families, onward placements, and the local authority to ensure that the child makes a smooth transition.

School readiness is essential for the child and the family.

Some children do undertake a dual placement whilst attending Tadworth Tots. Regular contact is maintained with any other nursery setting so that the child benefits from both.

Arrangements for Preparation for Adulthood

The Intent Statement for our Sixth Form is:

To consistently & extensively promote an age respectful, personalised & ambitious learning offer - giving young people access to a wide, meaningful, rich set of learning opportunities to enable successful preparation for adulthood.

We achieve this by: -

- ensuring all young people within the sixth form hold an EHCP.
- host a formal annual review to review contents of the EHCP & celebrate achievement & pupil progress.
- monitor to ensure the offer for the young people over the age of 16 is within an age respectful environment & delivered through age respectful learning opportunities.
- Monitor sixth form provision to ensure the curriculum encompasses the recognised skill areas from IMPACTS and is delivered via the SEND Code of Practice key headings - healthy as possible / independent as possible / community / social enterprise.
- Ensuring each young person has their own personalised timetable reflecting the key headings.

Transition – Preparation for Adulthood

Change and transition is an inevitable part of normal life but due to the complexities of the young people it has to be carefully planned and supported.

The school starts the formal process in school Year 9 at the child's annual review.

At this stage, families can consider their own aspirations for what onward placement may look like for their young person and establish good working arrangements between education, health, therapy, and care services.

The annual review from year 9 provides the platform for transition details to be shared. There is key, year specific information that is given and this is clearly presented within the school 'Transitioning into adult life' booklet.

Throughout the process We host supportive and impartial transition platforms for families. In the whole process we advocate hearing the voice of the young person and what is right for their future.

Quality of Education

All pupils that attend The Children's Trust School have an Education Health and Care Plan (EHP).

Children are of a cognition level ranging between pre intentional, intentional, formal, concrete, establishing concept & generalizer learner.

The co-occurring and compounding nature of complex learning difficulties requires a personalised learning pathway that recognises unique and changing learning patterns. Need is identified by undertaking a comprehension baseline from the ImpACTS curriculum.

Children attending our School follow the ImpACTS curriculum and music derives from the Sounds of Intent framework.

The curriculum – teaching & learning - is at the heart of everything we do.

There curriculum contains 5 Key Skill areas:

- Communication;
- Cognitive skills;
- Environmental control technology;
- Social and emotional well-being;
- Physical skills (gross and fine motor).

The intent of our curriculum - what we want our children to know and be able to do.

Our curriculum has clearly identified developmental steps in learning and skill acquisition – with the focus of each's child or young person learning personalised to them.

We want our children to:

- have the best start in their education.
- develop communication skills.
- acquire relevant and purposeful functional skills.
- acquire a sense of agency and control.
- be socially active, participate in school, local and community life.
- Live healthy and active lives
- have access to well-being activities, strategies, and opportunities.
- to be safe
- to succeed and enjoy a quality life.

The implementation of our curriculum – how we teach:

We:

- employ staff with relevant skills and upskill and train on an ongoing basis.
- know all our children are unique and individual and plan for their holistic needs across their education, health, therapy and care.
- recognise all of our learners require access to unique and well-planned activities relevant to them.

- challenge perceived norms, have ambition, plan and support children and their families to take assessed risks to move children on.
- work to solve problems that affect change in every session.
- adopt flexible teaching styles adapted to a child's likes, dislikes, motivators, emotional, health and well-being which we know can impact their access to learning.
- value and acknowledge that most of our children are 'sensory beings' living amongst 'linguistic' adults! We limit our speech, accept that 'less is more' and adopt relevant communication modes to support them.
- do not seek to change our 'sensory beings' but deliver a sensory curriculum to support their sensory needs.
- acknowledge processing time is key to a child being able to make sense of information and respond.
- know that responses can be reliant on relationships and interpretation on our part, so we actively share our observations amongst our teams.
- know that all behaviours are communication, and we seek to find out what those responses are and what they tell us.

In addition, we also consider:

- research
- families/carers
- Integrated therapeutic interventions.
- personalised learning
- communication and interaction
- preparation for learning
- learning through routines
- teaching strategies
- the learning environment
- assistive technology
- working with outside agencies

The impact of our curriculum – making progress and reaching intended outcomes:

Assessments and curricula are designed to meet the unique needs of our children. Pupils are assessed on an individual basis gathering a wide range of evidence to show pupils learning and progression.

The ImPACTS curriculum identifies a baseline, subsequent progress, and any early indicators of regression for some pupils with degenerative conditions.

We demonstrate achievement for all pupils by a RAG graded recording of engagement to access a given learning target. In doing so, the leaders of learning can adapt their teaching as necessary to maximize the learning opportunity.

We celebrate all achievements and progress. We recognise the value of maintaining skills for some children.

The Sounds of Intent framework recognizes the motivator of 'music' in learning. We value the need for all children to participate and be actively engaged in meaningful and fulfilling activities that are personally enjoyed.

The school also measures impact from therapy using Goal attainment scaling (GAS) and Goal Based Outcomes. Goal Based Outcomes and GAS enable the team to capture any progress and allow for the therapy team to measure the extent to which children's individual goals are achieved within the course of intervention. Where possible, all goals are agreed with the young person and family before an intervention starts so that everyone has a realistic expectation of what is likely to be achieved. All goals are reviewed termly for each young person.

Environment to Support Learning

As a specialist school, our whole environment is designed around the needs of our pupils. Multidisciplinary involvement creates learning environments, indoors and outdoors, that allows the learner to focus on learning.

Some bespoke facilities include: -

- designated music hub
- hydrotherapy pool
- resonant tails
- trampoline for rebound therapy
- outdoor sheltered learning areas

Behaviour and Attitudes

We:

- support children to live the best life possible.
- adopt the Zones of Regulation approach for our behaviour management to promote Quality of Life, well-being, inclusion, and participation.
- provide consistent and committed staff, skilled with the 'supportive qualities' to enhance learning.
- value and acknowledge how our children learn best as described in our Pupil learning Charter.
- use the pupil-centered approach of 'engagement' to identify and celebrate all pupils' progress, including maintained, linear, and lateral progress.
- responded with research on Quality of Life and Positive Psychology to introduce 'Well-being and Happiness profiles that form the core of where we rebuild Positive emotion, Engagement, Relationships, Meaning and belonging, and Achievement. Teachers, families, and carers are all involved and engaged in this dynamic process.
- expect learners to have a good attendance and to be punctual. The attendance target is set at 90% and we are solution focused on improving the % falling below this target.
- uphold a positive culture and ethos to support safeguarding – safeguarding is an important part of everyday school life – safeguarding is all our responsibility.

Personal Development

We:

- value and recognise the need for all our children to participate and be actively engaged in activities personally enjoy and with people they like to spend time with
- provide age respectful lunchtime ‘enrichment clubs’ as an opportunity for children to self-regulate, engage in social interactions and be supported in play & leisure.
- have the team around the child working jointly with commitment to pursue interests and hobbies of the children.
- use personalised social, play and leisure goals which are shared across the 24 -hour contexts. This allows teams to strive to have children participate in and benefit from a wide range of activities across The Children’s Trust site, in local communities and beyond.
- offer enrichment weeks to promote new and meaningful experiences within a safe environment.
- support each child to develop and maintain safe connections with people in their communities.
- source opportunities for social inclusion. All are carefully planned, and risk assessed.
- source opportunity for children and families to engage in spiritual practices appropriate to their needs / interests / culture.
- value and recognise the importance of being independent, the child’s right to have planned self-occupancy activities.
- provide joint planning (School-based health professionals and those based in our residential houses) to keep children safe, well and provide effective support to promote the health and wellbeing of each child.
- ensure staff have a good awareness of what good mental health looks like for each child and have developed strategies, such as happiness & engagement profile to ensure we maintain good mental health.
- have a positive culture of safeguarding across both school and residential houses to ensure that all staff are proactive in support and quick to notice change/presentation in the pupil.
- provide weekly individual health reviews to assess every residential child’s health across a 24-hour period, plan internal and external health appointments and attendance at clinics with a view to maximising safe access to school and the wider world.

Leadership and Management

We:

- have high ambition for the children and staff within the school.
- have a strong culture of safeguarding which is well supported and understood by all staff, governors, and Trustees. The Lead DSL is Launa Randles – Headteacher
- take the overall responsibility for the provision and progress of all our learners.
- promote the educational achievement of looked-after and previously looked after children on the school roll. The Deputy DSL for designated for looked-after & previously looked after children, Maz Hanlon, oversees the educational progress as outlined in the child’s PeP. This is done in collaboration with the class teams / LA / virtual school and parent. Pupil premium requests are made via the PeP process.
- identify annual spending priorities through the school / business development plan.
- allocate resources as determined by pupils needs and driven by intended outcomes and recognized gaps in learning. This is across the designated number on roll of 44.

- work with the Educational Governance Committee via the organisation's Finance and General Purposes Committee & Board of Trustees to ratify the annual budget.
- take responsibility for the continuous development of all staff, recognising interest, talent, and subject expertise.
- show commitment to the benefits of supervision and active participation in performance & development reviews.
- lead with the secure knowledge that all staff are known as a 'Leader of Learning'. We work together to enhance & support the children to live the best life possible achieving excellence in Education, Health, Therapy and Care.
- continually evaluate the effectiveness of our SEND provision through a SEF journey / quality assurance monitoring visits / OFSTED
- follow the school's complaints procedure to deal with any complaint arising from the SEND arrangements or processes.

Monitoring

Melanie Burrough (Director of Therapies and Education) Launa Randles (Head Teacher) Maz Hanlon (Deputy Head Teacher) and Katy Buche (School Therapy Team Lead) are the 'Responsible Persons' named to oversee that all requirements of the SEN Code of Practice and to ensure these are met in school with relation to teaching and learning and the administration of the Educational Health Plan.

The Director of Therapies / Head Teacher ensures that the Educational Governance Committee is kept up to date about any issues in the school relating to SEND. The Educational Governance Committee has representatives from The Board of Trustees that provide assurance to the Board.

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) (update April 2020) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities.

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans.

[The Engagement Model July 2020](#), which sets out guidance for using the engagement model to assess pupils who are working below the standard of the national curriculum.

[Keeping Children Safe in Education 2023](#), which sets out schools' safeguarding responsibilities for children and recognizes the given vulnerability of children with SEND.

[Working Together to Safeguard Children 2023](#), which sets out a child centred approach to safeguarding.

The SEN information report should be read with the rest of school policy & website.

Further reading:

School Prospectus 2023

Pupil Charter 2021

School Admissions SOP

Behaviours of Concern

The Children's Trust Complaints policy & procedure

School SELF - Evaluation / school development

4 Pupils' Charter

I HAVE THE RIGHT TO...

- Be taught in an exciting, stimulating, enjoyable and caring environment making sure I have fun
- Be offered good quality education that is meaningful to me
- Know that my feelings and emotions will be understood and supported
- Learn in an environment that is right for me
- Know you are present in the moment, connecting with me, giving me your complete attention and noticing any initiatives I may make
- Be allowed my own time and space
- Support that is age respectful that takes into account my chronological age alongside my cognitive stage of development
- Know I AM respected, and valued as a person first
- Hear those around me talking positively with me about my family friends and/or carers.
- Be listened to and have my personal preferences and/or feelings recognised including when I say no.
- My voice being listened to and you advocating my wishes and concerns
- Expect you to take every opportunity to help me make sense of the world
- Always be included in any conversation about me
- Be given privacy and respect when meeting my personal needs
- Be given time to enjoy an activity and to learn from the situation without being rushed
- Have my food and drink presented in an appetising way, that is appropriate to my needs
- Be as comfortable as possible with good positioning to maximise my learning
- Be given the opportunity to be occupied
- Be given choices whenever possible
- Expect a certain level of routine and consistency of staff in order to give an ordered world to relate to
- Always to be told what is about to happen to me and why
- Know that you will be patient respectful and calm when supporting me
- Feel safe and secure at all times