

SEN Information Report

What kinds of SEN do we provide for?

Northleigh House School provides a safe, calm, nurturing environment for exclusively secondary aged students who are school phobic due to anxiety issues. We are committed to ensuring that all students achieve their potential, personally, socially, emotionally and academically across areas of the curriculum, regardless of their gender, ethnicity, social background or religion.

Please take a look at our SEN Policy which you can find on the School website.

What are our policies for identifying students with SEN and assessing their needs?

All teachers carefully monitor the progress of each student that they teach. This informal monitoring process takes place on a daily basis as part of the ongoing learning and teaching that happens in the classroom. Ongoing formal and informal discussions take place enabling us to track and identify students learning and social and emotional needs. In conjunction with students and parents we develop strategies in order to enable our young people to positively move towards engaging with the national curriculum at their expected levels.

Our SENCO is Jane Clark who can be contacted by email at jane.clark@northleigh.co.uk

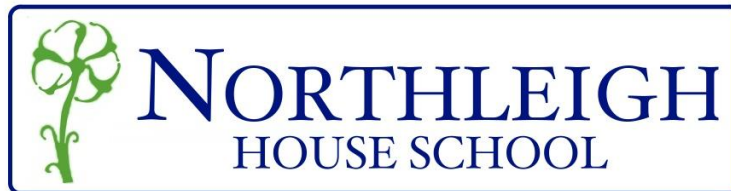
What arrangements do we have for assessing and reviewing students' progress towards identified outcomes?

Every student undergoes a full teaching and learning strategy assessment as well as undergoing a full social, emotional and behaviour assessment profile before being accepted by the school. Pupil Profiles are created to reflect strategies to address the student's learning and emotional needs. We use both formal and informal reviews of their progress and the success of each intervention to inform decisions about next steps. If a student's progress is not as expected then we may ask our regular specialist agencies to assess the needs of the student. That assessment will then provide us with expert recommendations for further support of the student, and the agency will be involved in closer monitoring of her/his progress.

We also conduct a second assessment biannually which highlights each students' perception of their self worth.

What are our arrangements for involving parents of students with SEN in their child's education/learning path?

At our school, parents are actively encouraged to be partners in their child's education through informal discussions, telephone contact, by email, their Planner, SEN progress reviews and teachers' written yearly



reports.

What are our arrangements for involving students with SEN in their own education and in the life of the school as a whole?

We recognise that it is important to involve all students, regardless of SEN, in their learning and in the decisions that are made about our school community and the educational experience we provide. We provide opportunities for students to develop the social and emotional confidence for their voices to be heard and views listened to. We have an active school council through which all students' views are represented and therefore can inform decisions on key aspects of learning and teaching.

What are our arrangements for supporting students in moving between phases of education and in preparing for adulthood?

We consult with parents/carers as to a student's hopes for the future, as well as their strengths, interests and preferences so that we are able to provide emotional as well as academic support throughout a student's time with us and during their transition to other phases of education. We have an ongoing consultation with teaching staff, support staff and other lead professionals in order to provide the best possible academic, medical and social needs experience for each student. As a school, we actively consult with placing officers, previous schools, outside agencies, parents and the students themselves so that we are fully aware of the needs of the students who are hoping to join us. We also liaise with the chosen destinations of our students to ensure that transition is as positive and supportive as possible.

What is our approach to teaching students with SEN?

We are determined to enable each student to achieve their full potential. Students may be taught in a variety of settings, all of our teaching groups are very small or one-to-one. Each subject teacher plans lessons to take account of the specific needs and preferences of every student in each subject area, in order to ensure that the students' needs are met. Our support staff, under the direction of the class teachers, may adapt planning to target the individual needs of the students to whom they are delivering support. Each Local Authority must now provide a Local Offer of SEN which sets out what the Authority as a whole has in place to support students with SEN in its schools. You can see this on the Warwickshire website.

How do we make adaptations to the curriculum and the learning environment of students with SEN?

The curriculum and teaching sequences are carefully adapted to meet the needs of individual students with SEN, following assessment of their needs. Ongoing monitoring and, if necessary, further assessment by specialist agencies, ensure that the changing needs of a student are met.



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

Quality first teaching is the right of every student at Northleigh House School. Every member of the teaching and support team receive training that is relevant to their CPD and also their educational interests. Northleigh's SENCO is a Specialist Teacher for Dyslexia, our Deputy Head has a Master's Degree in Children's Autism, our Assistant Head teacher is also our qualified Counsellor, registered with the BACP. Northleigh's Pastoral Care Manager and support team all have experience with social communication and emotional needs.

Northleigh's SENCO co-ordinates the sharing of successful strategies and understanding of our students' needs with our subject specialists and support team. In addition our Deputy Head Teacher and Assistant Head Teacher also share their skills and expertise with the teaching and support team in order to enable our pupils to fulfil their potential at this time.

All of Northleigh's professionals attend external training and information courses as well as internal online courses and discussions with external agencies.

How do we evaluate the effectiveness of the provision made for students with SEN?

Each support intervention is carefully and regularly monitored against the student's identified needs and current targets. At formal and informal reviews, the views of parents and school adults are used to inform next steps in SEN provision for each student.

What support do we offer for improving emotional and social development?

As a small, calm, nurturing school that practices Environmental Therapy we work with school phobic, anxious young people. In order for them to attend school and to develop strategies for independence we offer a relaxed environment, personally negotiated timetables and support with developing social and emotional communication and resilience. We also have an on-site Counsellor and work closely with external specialists.

What are our arrangements for handling complaints from parents of students with SEN about the provision made at the school?

Parents who have concerns about SEN provision at our school are encouraged to discuss the issues with the Pastoral Care Manager, Deputy Head Teacher or Head Teacher. If the issue can't be resolved at this level, the parents will be directed to the school's complaints procedure outlined on our website.



1. **Authorised by:** Jill Cornfield - Head Teacher

Date: 7 January 2015

2. **Authorised by:** Viv Morgan - Chair of Trustees

Date: 7 January 2015

Review Date: September 2015