



## **SEN INFORMATION RESPONSE**

### **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 they teach. This informal monitoring process takes place on a daily basis as part of the ongoing learning and teaching that happens inside and outside the classroom. Ongoing formal and informal discussion take place enabling us to track and identify students' learning and social and emotional needs. In conjunction with students and parents/carers we develop strategies in order to enable our young people to positively move towards engaging with the national curriculum.

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

Students arriving at Northleigh invariably have different starting points and may have had traumatic experiences of school. Some students have EHC Plans where a recent Educational Psychologist Report has taken place so we have some indication of their ability. However, where this is not the case, we have avoided a formal assessment strategy due to the level of anxiety of our students. Staff assess students all the time and therefore we are able to, subject to engagement/attendance, identify current ability/gaps in learning.

Every student undergoes a wellbeing assessment as part of our induction process in order that social, emotional, and behavioural profiles can be drawn up.

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 their progress. We conduct annual "Boxall" profiles, which offer a structured assessment of the developmental progress of our young people.

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

At our school, parents/carers are actively encouraged to be partners in their child's education through informal discussions, telephone contact, email, progress reviews and teachers written yearly reports and annual EHCP reviews.

**What are our arrangements for involving students with SEN in their own education 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 send out school questionnaires to parents/carers twice a year and listen to students about their learning, what is working, and what is not working, and put interventions in place.

**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 interest 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/carers 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 supported 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. Each subject teachers' plan 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.

**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 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. We have Specialist Teachers for Dyslexia, as well as staff who have completed Autism

training. Northleigh has a Wellbeing Team who all have training and experience with social communication and emotional needs, and mental health.

Northleigh's SEN Officer and staff coordinate the sharing of successful strategies and understanding of our students' needs with our subject specialists and support team. 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 students' identified needs and current targets. At formal and informal reviews, the views of parents/carers and school are used to inform the next steps in SEN provision for each students.

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

As a small, calm, nurturing school that practices a therapeutic approach, we work with the school phobic anxious young people. In order for them to attend school and to develop strategies for independence, we offer a relaxed and nurturing environment, individual timetables and support with developing social, emotional, communication and resilience. We work closely with external specialists.

**What are our arrangements for handling complaints from parents/carers 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 School Director or Chair of Trustees. If the issue cannot be resolved at this level, the parents/carers will be directed to the school's complaints procedure outlined on our website.

Dated – September 2024