



The Collett School  
Special Educational Needs

The Collett School

Policies, Guidance & Procedures

**Date of Implementation: September 2014**

**Last Updated: 1 September 2016**

**Date for review: 1 September 2017**

# The Collett School SEND Information Report

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We have a legal requirement to complete an SEN Information report. Our report will be updated annually to reflect our changes and plans. More information about the school can be found in our Handbook for Parents and our key policies. These are available on the website or from the School Office.

## What are the kinds of special educational needs for which provision is made at The Collett School?

The Collett School is a Local Authority Maintained Learning Difficulties school. We provide education and care for pupils aged 4-17 who have a range of complex learning difficulties that may include:

- Speech and language difficulties
- Physical disabilities
- Social, emotional and behavioural difficulties
- A specific syndrome or disorder
- Social communication difficulties
- Autistic Spectrum Disorder

All children who are admitted to the school will have a Statement of Educational Need or an Education Health Care Plan (EHCP). In a few exceptions, The Collett School is asked to undertake assessment placements to establish a Statement/ EHCP.

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

We welcome contact with parents because we know that children make the best progress when they, their parents and the school work together.

Each pupil's Education Health Care Plan (or one of the the few remaining Statements) is reviewed every year and a meeting is held to discuss a child's progress and consider any changes to the plan. These meetings are held during the school day as parents have told us this is the most convenient time for them to attend as well as invited professionals. Before the meeting parents provided with an update on their child's progress towards meeting their Aims and Outcomes and are asked to review Section A of their child's plan.

We will always contact parents if we are concerned about any aspect of a child's welfare, progress or behaviour as a matter of course throughout the school year.

We regularly contact parents by telephone to 'catch up' and prevent telephone calls from school being viewed as 'negative' relating only to problems.

We try to include parents as far as possible and operate an informal 'open door' policy into the school.

Other contacts include:

- Initial introductory visits to the school and an individual meeting with the Head
- A planned programme of induction for all new pupils
- A home/school communication book for important daily messages
- Three Parents' Evenings with invited professionals to provide information (including Post-16, College, EHCP, payments systems, collating views, Governing Body, Health: school nurses, Sensory Needs Provision, Speech and Language and Occupational Therapy) in an informal way
- Parent workshops and training that run through both evening and day sessions
- Informal coffee mornings and Chatterbox meetings to talk about sensory needs strategies and teaching strategies to deploy in the home

- A text service to inform parents
- Online booking for Parents' Evenings and payments
- A suggestion box in the school entrance at periods of time during the school year
- Letters and meetings to inform and invite parents to respond to informal consultations about proposed changes to the school
- Formal consultations about significant changes to the school
- Informal and formal meetings can be arranged to suit the needs of parents/ carers with any member of school staff
- An annual report on each child's progress
- Information on assessment including the (supported where necessary) opportunity to contribute to the assessment of their child's progress in PSD (Personal, Social Development)
- Parental representation on the Governing Body
- Questionnaires from the school and the Governing Body
- Support (where necessary) to complete the Ofsted Parent View

### **How do we consult with young people and involve them in their education?**

The ethos of the school means that ideas and suggestions from comments are responded to in an appropriate way and we have examples of how these have been introduced over the year.

Opportunities for pupils to be involved in making comments and decisions include:

- The School Council involves pupils in giving ideas and making decisions about some aspects of school life
- A comment box for pupils' on each the annual report
- A Person Centred approach where children are invited to contribute to their Annual Review meeting
- Pupils are invited to talk to all adults in the school
- The senior leadership regularly reward pupils beyond that in the classroom with stickers and certificates for metacognitive development

### **How do we assess and review pupils' progress?**

Every half term teachers complete an assessment for each pupil and set targets. We have robust systems for assessment, including our own, in-house system called CAPPs. This is also benchmarked with national datasets as well as a basket of measures that identify children's skills, abilities, knowledge and attainment.

Teachers attend 'Pupil Progress Meetings' with members of the school's Middle and Senior Leadership Teams to analyse the data and discuss children's progress/decide where intervention may be necessary. Marking is monitored and pupils' books scrutinised for standardisation and quality of work expected of a pupil with their identified abilities.

Each child has an annual review meeting which follows a person-centred approach in line with national guidance.

### **How are adaptations made to the curriculum and the learning environment?**

We follow the National Curriculum which is adapted to suit the needs of our pupils. We know that some of our pupils need more time to complete their work and others make small but important steps in their progress. We have a differentiated curriculum for pupils with highly complex learning and sensory needs and the school has a designated group of rooms, "The Hive" designed for children to be able to complete sensory circuits or spend some time in the sensory room and for interventions, both academic and behavioural. All

pupils who complete their education with us obtain external accreditation which may be at GCSE level or Entry level.

All classes are reasonably small, usually about ten pupils in each, with a higher level of adult support from our team of Teaching Assistants than mainstream schools. Some pupils require individual support for some or most of the day. Adaptions are made to the curriculum and learning environments to manage these needs through targeted interventions.

Teaching groups may contain pupils from more than one year. Pupils are grouped according to the learning needs in three phases: Lower (usually Key Stage One and Two), Middle (mostly Key Stage Three but may include some pupils in KS2 or KS4) and Upper School (Mostly Key Stage Four, but may occasionally include pupils from KS3).

Aspects of the building are fully accessible for children with disabilities. The School has made exceptional progress through fundraising to improve disability access across the school. This is outlined in the school's Accessibility Plan.

### **How do we evaluate the effectiveness of our work?**

There are many ways that we evaluate what we do and strive for outstanding practices across all areas of our provision. Some of the things we do are:

- Have a robust self analysis and evaluation of the school provision that is co-produced with members of staff, identified pupils through Pupil Voice and parents/carers attending focus groups and reporting via systems such as Parent View
- Observations of lessons, where teachers' and TAs' Performance Appraisal targets are monitored along with the triangulation of the quality of teaching, work scrutiny and planning
- Termly Pupil Progress Meetings to verify achievement/ progress and determine interventions, whilst monitoring the achievement/ progress of vulnerable groups and those accessing the pupil premium/ additional funding
- Monitor teachers' planning and the feedback they give to pupils about their work
- Look at home school books and take a note of responses in questionnaires to parents to evaluate our effectiveness in partnership working with families
- Listen to pupils and try to respond to what they tell us about their lessons and what is going well, managed through the school council and pupil leaders
- Collect information about each child's progress and take action if a child is not making the progress we thought they would through interventions and present a Case Study to learn from
- The governors regularly audit the work of the school by meeting with senior and middle management at least on a termly basis.

## **How do we include other professionals and professionals in supporting our pupils and their families?**

- We work closely with therapists who have children from our school on their caseload.
- Peripatetic staff provide support for individual children with hearing and visual needs
- We have 2 Speech and Language Therapists on site on 2 days a week respectively and one Speech and Language Teaching Assistant who is on site 1 day a week which amounts to 5 days a week of SaLT support for those children who require it. SaLT work within classes with groups, ensuring all children access the skills of the SaLT, regardless of being on the SaLT caseload
- Annual Paediatrician medicals are held on site. This means that our pupils do not have to miss time away from school due to external appointments, though over 50 children require time off school to attend Great Ormond Street Hospital reviews and meetings.
- We host multi-professional meetings at school and offer a base for professionals to meet with children and their families
- Parents' Evenings are dynamic events with professionals invited to support parents with education, transition and health needs. Attendance at Parents' Evenings includes:
  - Connexions
  - School Nurse
  - SaLT
  - OT
  - Sensory Needs
  - West Herts College
  - Oaklands College

## **How do we handle complaints from parents?**

- We welcome feedback from parents and will always try to resolve any concerns as quickly as we can
- If a parent has a particular concern we hope that it will usually be possible to resolve this through an informal meeting with a senior member of staff or the Head. If this is not possible then our Complaints Procedure clearly outlines what parents need to do to take their complaint further. A copy of our Complaints Policy is available through the office or on our website. This can be produced in different languages and different sized print upon request

## **What you need to know about the Local Offer?**

- The Local Offer has been created to provide a central point of contact to help parents of children with special educational needs access the right services and support. It is based at Voluntary Action Leicestershire and can be accessed through the Local Offer Hertfordshire Website or by telephone on: 0300 123 4043
- SENDIASS Hertfordshire can offer advice, information and support on issues related to special educational needs and disabilities.
- If you would like any further information about the information in this report please look on our website or alternatively contact the School Office (01442 398988).