



SEN Report

School	Crowdys Hill School	Address	Jefferies Avenue Swindon SN2 7HJ
Website	www.crowdyshill.swindon.sch.uk	Hours of Business	8.00am – 4.00pm term time only School Day – 8.45 am – 3.15pm
Contact details	Tel 01793 332400 admin@crowdyshill.swindon.sch.uk	Lead professional	Kate Higham
Education [✓]	Health []	Social Care []	Other []
Age range	5 – 19		
Access Criteria	EHC Plan Moderate to severe learning difficulties with additional and complex needs		
Do we accept referrals?	Via SENAT only based on need.	If so, here from?	n/a
Is there a cost?	Pupils are banded according to need -bands represent different funding levels – accessed and determined by the Local Authority. There are additional charges to parents and carers for some extra curricula activities which are NOT compulsory; and there is a school uniform charge for items which are compulsory; residential trips are optional, though encouraged, and this can be subsidised.		
Other organisations that work with us?	<u>NHS</u> Occupational Therapy	<u>Social Care</u> Learning Disability Teams	<u>Borough and Other</u> ATS (Advisory Teaching Service)

	Physiotherapists Speech and Language Paediatrician CAMHS TAMHS LDCaMHS	Family Contact Point Youth Engagement Workers Social workers Social care workers	SENAT team School Nurse Educational Welfare Service Swindon Advocacy Movement NSPCC PCSO – Police Service Safeguarding Team Education Psychology Service
We work with a wide variety of third sector and charitable organisations that support specific medical and learning conditions and we welcome further links, where appropriate.			
What adaptations do we make to the curriculum, teaching and learning environment?	<p><u>Curriculum:</u> We broadly follow the National Curriculum but we have an underlying focus on developing key skills in literacy, numeracy, communication and independence. We offer externally accredited courses ranging from Entry Level to GCSE and choices are made according to individual need. There are both academic and vocational option choices.</p> <p>The curriculum is enriched by the school farm and the flats, as well as a wide range of extra-curricular and off-site activities. We have developed our own life skills and preparation for adulthood curriculum which runs through from primary to Sixth Form.</p>	<p><u>Teaching:</u> Pupils are taught by qualified teaching staff and instructors. The vast majority of lessons are led by subject specialists. All staff have a rich programme of CPD throughout the year. All pupils are taught in small groups, where the curriculum and the teaching methodology meets their particular needs. Teaching Assistants support learning across the school and many are specialists in a particular area. We have a high ratio of staff to pupils.</p>	<p><u>Environment:</u> The school has buildings which allow for accessibility throughout the school. The whole site is currently wheelchair accessible, with the exception of some parts of the farm. We have disabled access toilets; and we have mobile and ceiling hoists, with trained staff. We are sited adjacent to the hydrotherapy pool, which allows access for sessions. We have purpose built cookery rooms, science labs, and sensory rooms. We are currently re-developing our outside sensory equipment now that the building works are complete.</p>

How do we assess and review CYP's progress?	Although teachers continually assess the progress of pupils, data is collected centrally six times a year, with analysis provided three times a year. We provide a written report to parents once a year and interim reports are issued twice a year. We have parents' evenings annually, and more often in year 7; Annual Reviews annually. In primary, some classes use the Early Years assessments, and in years 11-14, we use external assessments as well, through accredited courses.		
How do we include CYP in this?	Pupils are included in Parents' Evenings and are actively involved in preparing for their Annual Reviews with regular meetings with their tutors to discuss their progress. Pupils take part in their reviews.		
How do we include parents and carers in this?	Parents are invited and encourage to attend Parents' Evenings and Annual Reviews – Crowdys Hill is very flexible about making alternative arrangements for meetings if and when necessary. Information is sent home in regard to progress at least three times a year. Parent views are gathered in the reviews, and tutors keep in close contact with pupils' parents.		
How do we support transition?	<p>A Senior Member of staff is responsible for transition, both to and from the school.</p> <p><u>Primary</u> Transition to our primary provision is started as soon as a place is confirmed. All primary pupils have a home visit.</p>	<p><u>Year 6</u> Transition from Year 6 often starts in Year 5 with parents welcomed to the school for individual visits. We work closely with the SENAT Team, feeder primary schools and parents to ensure that information is shared and that pupils feel confident and secure in starting with us.</p>	<p><u>Year 11</u> This process begins in Year 9 at the Annual Review and pupils and parents are supported through the next two years to ensure that they are fully informed of the choices for Year 12 – most of our pupils stay on to Sixth Form for year 12 and 13; some will stay on to year 14.</p>
How do we prepare them for adult life?	Our curriculum is designed to support independence and much practical learning is planned to ensure that our pupils are equipped with the skills they need to move on successfully.		

<p>How do we ensure our staff have expertise at:</p>	<p>Awareness Level</p> <p>Weekly training programme for teaching staff; and teaching assistants undertake regular INSET, to ensure that staff are kept fully informed and up to date of a wide variety of topics. We regularly train staff in safeguarding issues/ updates, SEND updates, literacy strategies, communication strategies, and phonics.</p>	<p>Enhanced Level</p> <p>Our teaching assistants continually undertake training relevant to the needs of our pupils, such as first aid, administering medications, physiotherapy, hydrotherapy, speech and language therapy, and specialist autism teaching; ELSA trained; HLTA training. Teachers are all trained in autism teaching; and graduate level SEN courses.</p>	<p>Specialist Level</p> <p>Several members of staff hold higher level qualifications in SEN and related areas. Some of our teachers and teaching assistants have studied SEN related post graduate courses.</p>
<p>How do we assess and evaluate the effectiveness of our provision?</p>	<p><u>Internal</u></p> <p>The school has a current Self Evaluation Document, which supports the School Development Plan. The Key Performance Indicators are published to staff and Governors 6 times a year.</p>	<p><u>Stakeholders</u></p> <p>We produce annual questionnaires for pupils, parents and staff – the results are analysed, and published where appropriate.</p>	<p><u>External</u></p> <p>The School is currently judged as “good” with outstanding areas, by Ofsted. We employ a School Improvement Partner to verify our internal KPI.</p>
<p>How do we enable CYP to access extracurricular activities and additional facilities?</p>	<p>A range of activities are available to all pupils and additional arrangements can be made to ensure parity of access, this includes support with cost and transport, where appropriate.</p>		
<p>How do we support the emotional and social development of our CYP?</p>	<p>A supported My Future My World programme is delivered throughout the Key Stages. ELSA sessions are offered to individuals and groups of pupils to</p>	<p>Examples of student voice?</p>	<p>We have an active School Council that meet termly.</p>

	support specific aspects of their social or emotional developments. We have our own counsellor, and we make referrals to CAMHS, when appropriate. We have a positive and supportive tutor system, where the tutors and TAs support pastoral care.		Pupils are encouraged to take an active role in their Annual Review and target setting process. Pupils' opinions on improving school life are welcomed by all staff.
Details or measures to prevent bullying?	The anti-bullying message is integrated in to all lessons and taught discretely within My Future My World curriculum; tutor time; and assemblies. Assemblies and tutor times are also used to highlight good principles and to encourage all pupils to behave with respect. The behaviour policy supports good behaviour and there is a clear and prompt process to deal with reported bullying. There are high levels of supervision at all times and pupils are confident about reporting any issues		
How do we know if your child needs additional help or support?	Centrally held and accessible information about our pupils is updated with all new information. Additionally, we hold pupil Profile Meetings for each year group 2 times a year – this is an information sharing meeting where staff can discuss each pupil's needs. We hold a daily briefing before school to ensure staff are fully informed. We are very happy to see parents to discuss their child's needs.	What help and support are we able to offer?	We are able to offer a wide range of in-school support (see above) and will always be able to signpost to other organisations and agencies that can offer more specialist or appropriate support.
How is the curriculum differentiated to match your child's needs?	We follow the National Curriculum and adapt according to the needs of individual students – this can vary considerably from student to student. Pupils have access to assistive	How will we tell you about your child's progress?	We report on progress at least three times a year but some pupils have a home school book for daily communication. We make regular contact with parents and carers

	technology, ipads, laptops, writing frames and a range of other adaptations to support their learning – programmes are designed on an individual basis if required.		and welcome this being reciprocated. Parent evenings, and annual reviews are held yearly for each year group, and twice a year for year 7.
How will we help you support your child's learning?	We have a wide range of experienced SEN staff; interventions throughout the week; targeted support for pupils; SEN support in classes; additional adult support in classes; a very individual focus on pupils' learning due to small numbers in classes and higher staffing ratios.	How do we support a CYP overall well-being?	A Senior member of staff is responsible for the well being of pupils – We also employ a Pastoral Support Manager, whose role is to work closely with parents and agencies to promote and ensure the well-being of our pupils.
What specialist services and expertise do we have access to?	We provide communication support through our own speech therapist; Childrens' Services; hydrotherapy; occupational therapy; physiotherapy; psychology service; mental health teams; and other Swindon council services.	What training do our staff receive?	All our support staff and teachers undertake child protection training; most will update their medical/ interventions/ literacy techniques/ subject knowledge; SEN updates; and many other training events each year.
How are CYP included in activities outside of the classroom, including trips?	We have many trips, organised by subject staff for educational enhancement. We also have residential, outdoor pursuits trips, sporting events, visits to local schools to access activities, and have our own farm and flats, where learning takes place.	How accessible is our school site?	We are a secure site with a perimeter fence. There is visitor parking, and access for minibuses. There is access for wheelchair users. All visitors must be signed in/out. Regular visitors must have a recent DBS.

<p>How are decisions made about what support our CYP receive?</p>	<p>We liaise fully with parents and professionals in regard to how best to meet the needs of our pupils. We have high ratio of staff to pupils and can be flexible as to how those staff are deployed.</p>	<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>Pupils are funded according to the level of need. Support is put in place to ensure the pupil's needs are supported so that they have access to all areas of our curriculum. This may include extra support sessions within the school day. If the school feels that the needs exceed the band, we are able to make an application, via the Annual Review Process, for the banding to be reconsidered. Pupil Premium Funds are used to reduce the gap between this group and their peers.</p>
<p>Who can you contact to find out further information?</p>	<p>Kate Higham Headteacher</p>		<p>SENAT@swindon.gov.uk</p>