



## SEN Information Report

2017 - 2018

Contributing to the Local Offer

**Headstart School Mission Statement:**

*'Reach for the Stars'*

**Headstart School aims to give every student the opportunity to:**

- **Build self-esteem and self-awareness**
- **Take ownership of their learning and build independent learning skills**
- **Gain accredited qualifications and vocational skills**
- **Acquire the necessary social skills to integrate into society**



**Equalities Statement**

Over recent years, schools have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of the work is in response to new legislation that places an increased duty on schools and other settings to tackle radicalisation and to establish a positive ethos of British Values. Legislation requires schools both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equalities for students, staff and others who use school facilities. At Headstart School we work to ensure that there is equality of opportunity for all members of our community across a range of protected characteristics, which include: Race, Disability, Gender, Sexual Orientation, Religion and Age as well as any other factors which have the potential to cause discrimination, e.g. socio-economic factors.

**About this report**

This report explains how our school meets the needs of students with SEND. It will be shown on our school website and in the 'local offer' on [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk) In the report, we explain how we meet our duties towards students with special educational needs and disabilities. This report is also the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex - [www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer). We will review this report every year and will involve students and parents. If you want to give us your views about the report, please contact reception for either site: Crouch Farm or Oakfield.

**Who do I contact?**

If you are thinking of applying for a place, contact Mrs Caroline Belchem. Head Teacher. The Special Educational Needs Coordinator (SENDCO) is responsible for managing and coordinating the support for students with special educational needs, including those who have Education Health and Care (EHC) plans. The SENDCO also provides professional guidance to school staff and works closely with parents and other services that provide for students in the school. The SENDCO currently is Mrs Caroline Belchem with Mrs Amelia Stoner trainee SENDCO. Two Assistant SENDCO's support the team: Mrs Sue Sheeran (Key Stage 2 and 3), Mrs Cheryl Spokes (Key Stage 4 and 5).

How to Contact: email: [admin@headstartschool.co.uk](mailto:admin@headstartschool.co.uk) Phone: 01424 893803

**Section 1**

What kinds of Special Educational Needs does Headstart School make provision for?

Headstart School is an independent special school. We have provision to meet the needs of children with Autism, Speech, Language and Communication difficulties and complex needs. Students may also have multi – sensory impairments too. Some students may have associated social, emotional and mental health needs.

**Section 2**

How would Headstart School identify and assess my child's Special Educational Need

Every pupil has a Statement of Special Educational Needs or an Educational, Health and Care Plan. These are reviewed annually. In addition children are constantly monitored and progress noted both academically and socially.

Pupils are assessed against their very individual starting points and progress made across time.

A formal meeting, structured conversation, is held three times per year to coincide with assessments and reports. In addition students receive weekly tutorials with targets set and communication with parents/carers occurs.

The SEND Code of Practise promotes the use of the 'Assess, plan, do review cycle'. This cycle is used to meet the needs of our students and improve our practice at many levels.

**Assess** - clear analysis is made of a student's needs based on:

- views of the student/young person and their parents / carers
- teacher assessments and observations
- student's current attainment
- student's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

**Plan** - following assessment, the teacher, SENDCO, parent / carers and student, agree on a plan of action to include:

- time limited outcomes for the student
- the adjustments, support and interventions to be put in place
- a date for review

**Do** - all the student's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a student with SEND
- planning, support and impact measurement of all group and one to one interventions delivered by support staff
- linking interventions to classroom teaching

**Review** - the quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with student and parent/carers and seeking their views. The cycle then starts again at assess with the updated needs of the student being considered before planning a continuation of or change to provision. If the child is looked after by the local authority, they will have a Personal Education Plan (PEP) . We will coordinate these plans with the SEND support plan and will involve parents



	<p>and carers as well as foster carers and/or social workers in discussions.</p>
<p><b>Section 3</b></p> <p>a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?</p> <p>b) How do I know how well my child is doing at school?</p> <p>c) How will the staff support my child? How will the curriculum be matched to my child's needs?</p>	<p>We have a robust system of reviewing provision each term using the OFSTED framework for self-evaluation. This includes looking at:</p> <ul style="list-style-type: none"> <li>Pupil achievement</li> <li>Behaviour and safety</li> <li>Leadership and Management</li> <li>Quality of Teaching</li> </ul> <p>School advisors are involved in this process whereby the leadership are accountable.</p> <p>Additional funding such as Pupil Premium is identified for looked after children which is tracked for individual students to ascertain its effectiveness.</p> <p>The school was inspected in July 2017 receiving good in every area.</p> <p>We meet with you as parents/carers three times per year to hold a structured conversation and to discuss progress and targets for your child. We discuss progress at Annual Reviews, Looked after Child reviews and Personal Education Plan reviews setting out expectations for your child. We communicate regularly with you through daily emails/telephone calls and through weekly tutorials. In addition to the Annual Review process you will receive School Reports three times per year.</p> <p>Every child has their own personalised curriculum, tailored to their individual need. The staffing ratio is very high with children being in taught 1:1 or in very small classes – usually no more than 6 students.</p> <p>All planning both medium and short term is highly differentiated within each class. Each class has a full time teacher and a high number of support workers. School staff are supported by a Speech and Language therapist, Occupational Therapist, therapy assistant and specialist teacher advisors.</p> <p>The curriculum offers strong academic opportunities whilst contextualising learning through the forest school approach to teaching enabling discovery learning to be fundamental. This model fits with student led learning of which can have a positive impact on progression of children.</p>

<p>d) How do you adapt the curriculum?</p> <p>e) How is the decision made about the level of support my child receives?</p> <p>f) How will my child be included in activities outside the school curriculum including trips?</p> <p>g) What support is there for my child's overall wellbeing?</p>	<p>Dovetailed with the forest school approach to learning an emphasis is based upon the schools highly recognised land based provision which covers areas such as Science, literacy, numeracy, art and much more whilst working with animals and the land (horticulture).</p> <p>Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that actively promotes positive learning experiences.</p> <p>Your child will initially have their needs identified through their Statement of Special Educational Needs or Education, Health and Care Plan (EHCP). We constantly review these and using our expertise and experience, working together with you and other professionals will identify when and where additional support may be required.</p> <p>In addition those children who are seeking a placement at the school will have a provision written by the Head Teacher which correlates with the statement or EHCP and other documentation. This provision will stipulate the interventions and support offered for your child.</p> <p>At Headstart School we pride ourselves in the commitment we show to your children. Every child has the opportunity to access outside learning including swimming, tennis, trampolining, forest walks to name a few. Additionally, students work towards an end of term educational visit which offers opportunities to consolidate learning of the terms topics.</p> <p>We have a robust safeguarding policy and rigorous processes in place. Students' health and wellbeing is paramount. Personal Care is conducted discreetly and with dignity, yet fostering independence wherever possible.</p> <p>We work closely with medical practitioners if your child has a health need and will discuss with you a health care plan and administration of any medication. We also work closely with a wide range of professionals who can offer support to families and children.</p> <p>Within school we access a range of therapists, have staff trained in Social use of Language Programme (SULP), emotional literacy, all staff are trained in PRICE (Protecting the Rights of Individuals in a Caring Environment) and have trained PRICE facilitator. Staff have annual training on First Aid, basic food hygiene, manual handling. We also work closely with CAMHS – Child and Adolescent Mental Health Service if your child requires that level of support.</p>
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<p><b><u>Section 4 and 5</u></b></p> <p>What training is provided for staff supporting students and young people with Special Educational Needs and Disabilities (SEND)?</p>	<p>All of our teachers are qualified and have undertaken specialist further professional development. Both teachers and support workers are skilled practitioners in the areas of Autism specific training, ADHD, Dyslexia and Dyscalculia, sensory needs, PDA, Makaton and specialist ICT applications to name but a few. Our unqualified teachers and support workers have followed a course for unqualified teachers which has raised their skill base to enhance teaching and learning practices across the school. This is not an exclusive list as on-going professional development of all staff is key to ensuring all staff remains highly skilled and training is updated regularly.</p>
<p><b><u>Section 6</u></b></p> <p>How accessible is Headstart school?</p>	<p>Our school is predominantly on one level with access to most areas of the school for wheelchair users. Our accessibility plan shows future works to ensure the site is as user friendly as possible.</p> <p>Our grounds, although on a functional farm are inclusive with access via vehicles if required.</p>
<p><b><u>Section 7 and 8</u></b></p> <p>How are parents involved in the school? How can you get involved and who should you contact?</p> <p>How do parents and children get involved in their education?</p>	<p>We hope to meet new Parents at the stage when you are deciding which school would be most suitable for your child. We welcome parents and their children to visit the school for a tour and meeting with the Head Teacher. We would welcome parental involvement both on our Advisory Board and with support in all areas of the school.</p> <p>In September of each year we hold a structured conversation with you and your child where we discuss targets for your child for the coming year and how we can work in partnership to enable your child to exceed expectation. In addition we hold Annual Reviews of statements, two further structured conversation meetings, weekly tutorials and daily telephone calls or emails.</p> <p>Partnership with parents and carers plays a key role in enabling students and young people to achieve their potential. Headstart School recognises that parents and carers hold knowledge and experience which is vital to understanding a young person's needs and to finding the best ways of supporting them. All parents and carers of students with special educational needs and disabilities</p>



	<p>will be treated as partners and supported to play an active and valued role in their child’s education. Young people with special educational needs and disabilities often have a unique knowledge of their own needs. They are encouraged to play an active role in setting and reviewing their own targets and in identifying useful forms of support.</p> <p>We also offer opportunities for you to attend the annual Christmas Performance, Summer sports day and other events of which you are warmly invited.</p> <p>We keep you informed of your child’s progress through the Annual Review, school reports, and by sharing targets through the structured conversation meetings. We also email and telephone home regularly as effective home/school partnership is fundamental to the progress of your child.</p> <p>The children are involved in the running of the school through the school council. They are also involved in setting and discussing their own targets through weekly tutorials.</p>
<p><b>Section 9</b></p> <p>What do I do if I have a concern about the school provision?</p>	<p>In the first instance we encourage you to contact your child’s class tutor. If you continue to have concerns contact the Key Stage Leader. If concerns continue to be evident please contact the Head Teacher.</p> <p>In the unlikely event that your concern is not resolved then please contact our executive Head teacher, Ms Nicola Dann.</p>
<p><b>Section 10 and 11</b></p> <p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We work closely with the following to support your child’s needs: All therapy services including Speech and Language Therapy, Occupational Therapy. Specialist services such as Hearing and Visually Impaired services, Educational Psychologist, Child Adolescent Mental Health Service, Children’s Services and the disabilities team.</p> <p>Your child will require an Educational Health Care Plan before being considered for a place at our school unless parents are considering a privately funded place at our school. Your point of contact to discuss this is the Local Authority Assessment and Planning Team.</p>



**Section 12**

How do you prepare my child for joining your school or transferring to another school?

We offer a structured induction for your child once they have been allocated a place with us. The Head teacher will contact you to organise a start date and programme of induction.

We will use social stories to enable your child to understand the process involved in transferring to our school.

**Section 13**

Where can I get further information about services for my child?

The information provided in this report forms a part of the East Sussex local offer which can be accessed at <https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/>