
SEN information report

What types of SEN do we provide for?	St Nicholas School is a community day special school providing education for over 250 children and young people aged between 4 and 19 who have profound severe and complex learning difficulties. Many of the pupils also have additional difficulties - physical disabilities, epilepsy, autism and sensory impairment.
What is our approach to teaching pupils with SEN?	At St. Nicholas we start with the needs of the learner as set out in their EHC Plan. We then individually plan an educational programme that will help to overcome the barriers to learning that the child faces. The teacher will then adapt their teaching style, differentiate the curriculum, adopt the most effective communication system and manage the classroom environment and specialist resources to ensure each child makes the best progress they can. We use a detailed assessment tool to evidence the outcomes for the learners. The teacher will be working in partnership with the parents/carers of the child and any other professionals involved with them.
How do we adapt the curriculum and learning environment?	The learning environment is specially adapted to reflect the needs of the learners with clear visual supports for their learning. There is access to communication aids and specialist equipment to facilitate engagement with learning. The curriculum is adapted for the learning needs of the pupils and recognizes the small steps of progress they make. Learning is practical, scaffolded and

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	<p>reinforced to ensure success and application. There is a focus on communication, mobility and independence and well as the core academic skills.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>The school is very well connected with the local community. The school has satellite classes in a primary school and three secondary schools. The FE department is co-located on the campus of the mainstream FE college for the area. The school participates in local arts festivals and sports events. The school is involved with a number of projects with local schools which bring the students together.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>The school meets with parents before their child starts at St. Nicholas. There will then be regular meetings to review the EHC Plan as well daily communication through home-school books to update on their child's progress. There is an annual Parent Survey that informs the School development Plan and two parent evening during the year. The PTFA also provides a forum for consultation with the school. The school's parent governors are very active in promoting dialogue between the school and parents.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>The pupils are involved in their EHCP Reviews through the Section A and many attend their Review meetings. There is a pupil survey that informs the School Development Plan and the School Council meets regularly to provide a voice for the pupils in the secondary school. There is a similar forum for pupils in the FE department. For the primary pupils there is a special assembly for them to share their ideas for improving the school.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>Every pupil is baselined on the school's assessment tool - Pupil Asset. This information is then analysed to create targets for the learners that would mean that they were making good progress. The assessment judgements are moderated internally and externally and the progress to towards the targets is monitored termly.</p>

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<p>How do we support pupils moving between different phases of education?</p>	<p>The school plans carefully for the transitions between the Key Stages in the school to ensure that the key information and programmes are communicated to the right people. There will also be transition experiences for the learners to prepare them for the changes.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>The pupils receive independent careers advice as well participating in a number of programmes and experiences that prepare them for the world of work and independent living as is appropriate to their level of need.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>The school is a HeadStart pilot school and is looking at implementing pupil well-being programmes in resilience and mindfulness this year. The school has a Creative Therapies team that offers play therapy, music therapy, art therapy and counselling to pupils and small groups of pupils who are experiencing particular emotional distress. The school acts quickly and robustly to deal with any incidents of bullying. This can be complicated due to the learning and communication difficulties of the pupils but will always be managed to ensure that the pupils' well-being is protected.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>The school is the lead school in KsENT for training, research and development. The school's vision is to be a community of learners - for pupils, their families, our staff and the local community. We have a wide and varied programme of Continuing Professional Learning activities providing specialist training to meet the differing safeguarding, SEND learning approaches and lifelong needs of our students. The school has a comprehensive induction programme that covers all areas of our new staff member's responsibilities. It has a 3 year INSET training programme for our staff development days so that the pupils curriculum is monitored and cutting edge; our staff/pupils ongoing safeguarding (PROACT-SCIPr, Moving and Handling, Child Protection, Prevent, Online Safety) knowledge is up-to-date and our SEND expertise is relevant with a programme of Communication, Autism and Physical/Sensory development workshops by outside speakers. Our staff lead on training for the county (special and mainstream) in the areas of MOVE, PROACT-</p>

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	<p>SCIP, Online Safety, Prevent, Specific Learning Difficulties, Makaton, Moving and Handling, emergency evacuation etc. We hold trainer training qualifications in the areas of MOVE, PROACT-SCIPr, Prevent and soon to be Resilience and Mindfulness approaches for pupils with SEND. We play a full and active role training programme new teachers in their initial SEND-Specific training and in further specialist approaches as they move through their careers. The school leads the Research and Development programme for KsENT and are developing new programmes and approaches for pupils with learning difficulties which are reported and shared via small scale and M' Level research studies.</p>
<p>How will we secure specialist expertise?</p>	<p>Through developing our own staff</p> <ul style="list-style-type: none"> - Training - Research - Partnership with the STLS <p>Through bring in external support</p> <ul style="list-style-type: none"> - Educational Psychology Service - Partner schools within KsENT, the district and county-wide - NHS Therapy and Nursing partners - Third Sector organisations - Loddent Training and Consultancy and MOVE / Enhnam Trust.
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>We have an accessible building. We allocate a portion of our annual budget on purchasing special equipment - for communication, physical, sensory or emotional / social development. We seek the use of and trial of Communications Aids via the East Kent CAT Team. Pupils' use of walking, seating and standing equipment is promoted by our partnership with the NHS therapy team.</p>

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<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>NHS CAMHS Social Care partners - Children's Service and the 16-25 team Partner schools and FE Colleges Outreach support through the LIFT process / Specialist Teaching and Learning Service</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Through the schools self-evaluation systems - Pupil Asset, CASPA, SIMS and our own data monitoring programs.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>The school's complaints procedure is detailed on the website.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>The first person should be the class teacher who ought to be able to deal with most matters. If the situation is not resolved, then the Key Stage Manager or the Assistant Headteacher for that phase will be able to help. The Deputy Headteacher or the Headteacher could then be involved, a resolution is required at the highest level of leadership and management.</p>
<p>What support services are available to parents?</p>	<p>The school has a Family-Support Team available to provide guidance and sign-posting to parents and carers.</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>There is a link on the school's website to the KCC local offer. Our school is part of the Canterbury & Coastal, KsENT Executive, CLASS (Teaching and Learning Alliance), Special Needs and Inclusion Partnership (with Canterbury Christchurch University), Special school SEND programme networks, LIFT Executive and HeadStart Strategic Forum - all of these contribute to local specialist provision.</p>