

Quorn Hall School SEN information Report 2023-2024

Quorn Hall School is part of the Leicestershire and surrounding areas local offer for learners with Special Educational Needs (SEN) in particular supporting pupils with Social, Emotional and Mental Health (SEMH) needs and Autism Spectrum Disorder (ASD).

As an independent specialist setting, Quorn Hall School caters for pupils whose needs are significant and complex, and require support above and beyond that typically offered in a mainstream setting.

All of the pupils at Quorn Hall School have an Educational Health and Care Plan (EHCP), and for the majority of pupils, their primary area of need is Social Emotional and Mental Health difficulties (SEMH). Pupils' needs may fall into more than one of the four broad areas of need specified in the SEND Code of Practice: Social Emotional and Mental Health, Communication and Interaction, Cognition and Learning and Sensory and Physical Needs.

At Quorn Hall School we embrace the fact that every child is different and therefore the educational needs of every child are different.

Our school offers full-time educational day provision for pupils who have experienced difficulties in their schooling, school anxiety or phobias, developmental trauma and other associated difficulties. Pupils have a wide range of academic profiles, and many have gaps in their learning.

There are many and varied reasons why mainstream schooling fails. Below is a list of some of the reasons why this may have occurred. This is by no means an exhaustive list, and pupils may have:

- A history of school refusal or non-attendance usually for a complex combination of reasons, some at home and some in previous school experiences.
- Depression and related problems which, in the extreme, can lead to self-harming and suicide attempts.
- Severe social difficulties as a result of discrimination and bullying.
- Emotional vulnerability.
- Problems of communication and behaviour, the result of underlying receptive and expressive language difficulties.
- Diagnosed physical or mental health conditions which affect mood, concentration and ritualised behaviour.
- Developmental disorders which impact upon concentration and attention.
- Autistic spectrum difficulties including Asperger's.
- Phobias associated with school or more generalised.
- Difficulties forming relationships and interacting socially.
- Conduct disorders.
- An experience of severe family trauma such as accident and bereavement.
- Moderate Learning Difficulties.
- An experience at school where they retreat "into a shell" and are unable to verbalise their problems.
- Social, emotional and mental health difficulties.

Here at Quorn Hall School, we all believe strongly that change is possible and by supporting each other through that change we all grow stronger.

As a school, we aim to provide inclusive education for all pupils, where they can learn and develop the skills necessary for the wider world. Pupils access small class sizes and high staff to pupil ratios, enabling individualised support. Pupils also have access to several interventions, both therapeutic and academic.

If you have any concerns regarding your child's progress or wellbeing then please speak to either your child's Class Tutor or either of our SENCos – Vickie Perkins and Charlotte Anderton – to discuss your concerns.

Does the setting/ school know if children/ young people need extra help and what I should do if I think my child/ young person may have special educational needs?

At different times in a child's school life, a child or young person may have special educational needs. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEN if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions.”

All of our pupils have an EHCP which details their needs and what provision it is that they need. Upon admission, a pupil's needs are assessed and we plan the correct provision for them and their needs. Pupils undertake an 'annual review' every year where their whole plan is reviewed, and new targets are set.

The annual review is the statutory process of looking at the needs and provisions specified in an EHC Plan, and deciding whether these need to change.

The first review of the EHC Plan must be held within 12 months of it being finalised. Subsequent reviews must be held within 12 months of the previous review.

If a child's needs change significantly before the annual review time, an emergency review can take place.

Throughout the year, pupils are set Individual Education Plan IEP targets linked to their EHCP outcomes. These are reviewed periodically, between the child and class teacher.

How will early years setting/school/staff support my child/young person?

The class teacher

The class teacher will:

- Monitor the progress and development of every pupil in their class;
- Differentiate work and targets for all pupils;
- Plan with clear differentiation for all pupils and their needs;
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Work with the SENCos to review each pupil's progress and development and decide on any changes to the provision;
- Monitor and complete IEP targets for pupils in their class;
- Ensure they follow this SEN policy and relevant statutory guidance to ensure they are being SEN compliant;
- Have an understanding of pupils in their groups and the groups they teach and their difficulties, including dyslexic tendencies and executive functioning difficulties;
- Have a 'help station' of resources available for all pupils to use with items to support the above difficulties and communication difficulties;
- Attend and engage with training on Dyslexia Friendly practices and implement appropriate strategies in the classroom;
- Have an awareness of pupil self-esteem and underlying difficulties when asking pupils to complete tasks they may find difficult due to low literacy levels and poor EF skills;
- Ensure staff set alternative tasks and provide differentiation to minimise these difficulties in the classroom and develop pupils' independent working skill;
- Undertake or monitor the delivery of TA interventions as given to specific pupils by the SEN team.

The SENCos

Vickie Perkins and Charlotte Anderton are our SENCos, and they will:

- Work with the Headteacher and Cavendish Education to determine the strategic development of the SEN policy and provision in the school.

- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provisions made to support individual pupils with SEN, including those who have EHC Plans;
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be one of the points of contact for external agencies, especially the local authority and its support services;
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date;
- Set up appropriate intervention, individual or small group, using highly structured multisensory programs for reading/spelling/writing, including Government initiatives if appropriate, and ICT software;
- Monitor quality assurance processes in school to ensure needs of pupils with SEND are being met (lesson observations by curriculum and SEN team, Key Stage tracking of progress);
- Chair all EHCP reviews at admission and annually, working in partnership with the team around the child;
- Develop a careers plan for each pupil from Year 8 to include plans for transition into their next phase of education, whether that be internal at Quorn Hall School or with Post 16 mainstream schools or colleges, special independent providers, training or apprenticeship. This will include support at open days, interviews and transition to ensure all information is shared regarding the pupils' strengths and needs for their needs to be met;
- Working in partnership with parents and carers to remove barriers to learning for the pupils and their families;
- Swift referral to external agencies.

The LAC Designated Teacher

This is Vickie Perkins (Joint SENCo) and they will also:

- Coordinate and chair PEP reviews and attend LAC meetings to ensure the continued provision and positive outcomes for these pupils;

- Undertake additional testing for Access Arrangements for examinations, collaborating with the Joint SENCo and the Exams Officer to ensure all pupils receive relevant support to access examinations and assessments;
- Undertake psychometric testing on all pupils as required, including the Wide Range Intelligence Test (WRIT), Wide Range Aptitude Test (WRAT) and the Burt's Reading Test as and when needed.

Referrals and Admissions Team

This is currently led by Katie Falconer, and they will:

- Assess potential referrals and organise assessment days and sessions for prospective pupils;
- Coordinate the transition of new pupils into the school with liaison with parents/carers and the local authority;
- Support with the assessment of new pupils on entry to the school;
- Contribute to the amending of EHCPs, in particular with regards to cognition and learning.

The Proprietor (Cavendish Education)

The Proprietor will:

- Help to raise awareness of SEN issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the Headteacher, SLT and SENCos to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

This is Antonia Jackson, and they will:

- Monitor the day-to-day management of all aspects of the school; this includes the support for children with SEN;
- Give responsibility to the SENCos and class teachers but is still responsible for ensuring that your child's needs are met;
- Make sure that the Governing Body is kept up to date about issues relating to SEN;
- Regularly review staffing structure, ensuring that appropriate provision and adult support is in place.

How will the curriculum be matched to my child / young persons' needs?

If a learner is identified as having SEN, we will provide the support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of our universal offer of learning support.

This support is set out in the individual school's whole school Provision map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:

Assess – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan – this stage identifies the barriers for learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an SEN Support Plan and will form the basis for review meetings.

Do – providing the support – extra assistance for learning – as set out in the plan.

Review – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learners, parents or carers, teachers, SENCos and outside agencies contribute to this review. This stage then informs the next cycle.

How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCos to review the short term targets and to discuss the progress the child has made.

- Your child's progress will be continually monitored by their class teacher.
- Their progress will be reviewed formally and tracked with the Headteacher and SENCos every term in reading, writing and numeracy. This will be through Parent Contact and end of year reports. Teachers make clear the attainment against age-related expectations and the level of progress made.
- Where necessary, children will have additional provisions based on targets set by outside school / outside agencies specific to their needs with the intention of accelerating learning and closing the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a plan made. Often this is included in the child's EHCP.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.

- The Headteacher, SLT and SENCOs will monitor the progress made by pupils in their classwork and any intervention that has been put into place.
- Regular book scrutiny and lesson observations will be carried out by the SENCOs and members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support will there be for my child's/ young person's overall wellbeing?

As all of our children have some degree of SEMH needs, wellbeing is at the heart of what we do. We have a Therapy team who meet weekly to discuss the specialist provision for pupils.

All children have the offer of therapy in their core offer, and parents and carers are supported with their child's wellbeing through several different channels.

Further details can be found in our Countering Bullying and Positive Relationships policies.

What specialist services, experience, training and support are available at or accessed by the setting/ school/ college?

Staff are highly experienced in working with pupils with SEMH needs. A range of training has been undertaken, including SLCN training from Speech and Language Therapy, Sensory Integration training, attachment training, training on Demand Avoidance/PDA, Dyslexia training from the BDA.

CPD is regularly reviewed, as part of the appraisal and audit process.

Depending on the needs of the child, outside agencies that we coordinate with or refer into include:

- Child and Adolescent Mental Health Services (CAMHS)
- Paediatrics
- Youth Offending / Youth Justice Service
- Police
- Educational Psychology
- Clinical Psychology
- Virtual Schools for Children in Care
- Inclusion services
- Barnardos, NSPCC and other charity services

What training are the staff supporting children and young people with SEND had or are having?

Both of our SENCOs have many years of teaching and support experience and have worked as specialists and mainstream teachers across the age range and subjects. They hold QTS and PGCE. They have completed Level 7 National Award for SEND Coordination (NASENCOs) which includes a Postgraduate Certificate in Vulnerable Learners and Inclusion. They are completing their National Professional Qualification for Senior Leadership (NPQSL).

The SENCOs hold a specialist Level 7 qualification which enables them to assess for access arrangements and carry out psychometric tests.

We have a team of teaching assistants, who have a range of experience supporting pupils with complex needs.

In the last academic year, staff have been trained in Pathological Demand Avoidance, Speech and Language support, Sensory Integration, use of assistive technology, development of the whole school approach, LGBT+ Inclusivity in schools, County Lines, FGM, PREVENT and Sherwood de-escalation and physical intervention.

All staff are trained in Positive Behaviour Support and Physical Interventions (L3) through Sherwood training. We have one on-site Sherwood trainer to ensure best practice with regards to de-escalation and restraint when needed. The practices of de-escalation and the use of safe restraint when necessary are utilised to ensure the safe educational provision for all.

We use specialist staff for all therapeutic interventions and psychometric testing to provide:

- Wide range of Literacy and Numeracy small group interventions.
- ICT support in the form of reading, phonic and maths programmes.
- Teaching Assistants offering social skills support.
- Roleplay and drama based provision supporting confidence building and developing friendships.
- Nurture lunch and breakfast
- Speech and Language support: group and individual therapies.
- Sensory integration support including the use of sensory diets and sensory circuits.
- When needed, Makaton is used and supported symbols on visual timetables and personalised key rings.

Within Cavendish Education Group

- Consultancy advice from Educational and Clinical Psychology
- Access to Speech and Language Therapists
- Access to Occupational Therapists

Local Authority provision available:

- Autism team outreach support

- Educational Psychology Service
- Parent Partnership service
- Speech and Language Therapy (SALT)

Health Provision available:

- Occupational Therapy
- Physiotherapy
- CAMHs

The planning and delivery of provision for children and young people at QHS utilises a multidisciplinary approach. The team and stakeholders around the child are consulted regularly, in statutory meetings or on an informal basis if required. We also refer to several services, depending on the needs of the child.

How will my child/ young person be included in activities outside the classroom including school trips?

All children at Quorn Hall School are entitled to the same access to extracurricular activities and we are committed to making reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on the risk assessment for that activity. Please contact us if your child has any specific requirements for extra-curricular activities.

How will my child be supported when moving between phases of education, including Post 16?

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The majority of pupils will remain at Quorn Hall School until the end of KS4. When pupils move on to the next phase of their education they will have access to the following:

- Opportunity to attend open days and visits to a new setting with school staff;
- Careers guidance and advice from specialist trained staff. Independent careers advice from KS3 onwards;
- Opportunities for work experience;
- Preparation from specialist staff for interviews that they may have to attend;
- Guidance and support with careers and further education from an early stage in school.

If pupils move to another setting from Quorn Hall School before Year 11, information will be shared with their new setting to support them to succeed in their next educational phase. This includes academic and safeguarding files.

What do I do if I have any complaints about SEN provision?

The procedure for complaints can be found in the Complaints Policy which is available on our website. Hard copies can be requested from the Office Manager, Karen Jamieson.

Contact details for raising concerns are Antonia Jackson, Headteacher 01509 414 338 or Marie Shaw, DSL 01509 414 338

What is the local offer and how do the school contribute to it?

Our contribution to the local offer is:

Social, Emotional and Mental Health Provision for pupils aged 6-17.

Our local authority's local offer is published here:
<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Services available to parents and carers and in the area are detailed on the local offer page for your relevant local authority:

Leicestershire

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Leicester City

<https://families.leicester.gov.uk/send-local-offer/>

Nottinghamshire

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

Derbyshire

<https://localoffer.derbyshire.gov.uk/#!/directory>

Warwickshire

<https://www.warwickshire.gov.uk/send>

Solihull

<https://socialsolihull.org.uk/localoffer/>

Lincolnshire

<https://www.lincolnshire.gov.uk/special-educational-needs-disabilities-send/local-offer>

Northamptonshire

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Staffordshire

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

For our provision to continue to be effective for all our children and young people, we must consider the views of all – parents/carers, children and young people and local authorities/ stakeholders. For further information about this report please contact Vickie Perkins (vickie.perkins@quornhallschool.com) or Charlotte Anderton (charlotte.anderton@quornhallschool.com).

Further information and contacts can be found detailed in our SEN Policy.