

Quorn Hall School SEN information Report 2024-2025

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.

While mainstream schooling is a common approach, it may not be the best fit for every pupil and presents challenges for many. Below are some of the potential reasons why alternative educational paths might be considered:

- 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 believing in our pupils until they believe in themselves we can 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 our SENCo Ashley Pepper to discuss your concerns.

Does the school know if pupils need extra help and what should I do if I think my child 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 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' progress towards their EHCP outcomes are monitored using our Pupil Update Reports which are reviewed periodically, between the child, class teacher and parents.

How will school/staff support my child?

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;
- Ensure all aspects of our agreed universal provision are in place within the classrooms;
- 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 SENCo to review each pupil's progress and development and decide on any changes to the provision;
- Monitor and review progress towards EHCP outcomes for pupils in their class
- Ensure they follow this SEN policy and relevant statutory guidance to ensure they are compliant with SEN Code of Practice;
- 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 skills;
- Undertake or monitor the delivery of TA interventions as given to specific pupils by the SEN team.

The SENCo

Ashley Pepper is our SENCo and she 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 internal and external professionals where additional targeted intervention or assessment is required
- Coordination additional psychometric testing as required for understanding of cognition and learning needs or Exam Access Arrangements.
- Collaborating with the Exams Officer to ensure all pupils receive relevant support to access examinations and assessments;
- Contribute to the amending of EHCPs through liaison with local authorities, in particular where there are significant changes to provision needed.

The LAC Designated Teacher

This is Ashley Pepper and she will also:

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

Referrals and Admissions Team

This is currently led by Leo Veiga, and he will:

- Assess potential referrals and oversee the organisation of assessment days and sessions for prospective pupils;
- Oversee the coordination of 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 through liaison with local authorities, in particular where there are significant changes to provision needed.

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 SENCo to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

This is Andy Cutts-McKay, and he 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 SENCo 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's needs?

If a child 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, SENCo and outside agencies contribute to this review. This stage then informs the next cycle.

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

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and SENCo 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 SENCo 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 an 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 SENCo 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 SENCo 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 overall wellbeing?

Recognising the unique needs of our pupils, we prioritise their social, emotional, and mental health (SEMH). At Quorn Hall School, we employ the Health of the Nation Outcome Scales Child and Adolescent Mental Health (HoNoSCA) to comprehensively assess the SEMH of each pupil.

A multidisciplinary team convenes weekly to analyse assessment data, identify individual needs, and develop tailored support plans. These plans may include targeted interventions in small group or one-to-one settings, overseen by qualified clinicians, or direct specialist therapy.

We are committed to supporting not only our pupils but also their parents and carers. We offer a variety of resources and services to help families navigate challenges and promote positive mental health.

For more detailed information on our approach to student wellbeing, please refer to our Countering Bullying and Positive Relationships policies.

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

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 and trauma 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 have the staff supporting children and young people with SEND had, or are having?

Our SENCo has many years of teaching and support experience and has worked at mainstream secondary schools with Specialist SEN resources bases for several years. They hold QTS and PGCE(M). They have completed Level 7 National Award for SEND Coordination (NASENCo) which includes a Postgraduate Certificate in Leading SEN Provision. They are currently completing their National Professional Qualification for Senior Leadership (NPQSL).

Senior Leaders in the school also 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 two academic years, 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, Sherwood de-escalation and physical intervention, Mulberry Bush SEMH curriculum, Making Sense of Autism and in being Trauma Informed Schools.

All staff are trained in Positive Behaviour Support and Physical Interventions (L3) through Sherwood training. We have two on-site Sherwood trainers 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.

Additionally, we are committed to reducing the use of restraint and have signed up to the Restraint Reduction Network. This network provides us with valuable resources and support to implement evidence-based strategies to minimise the need for restraint and promote positive behavior support.

We use specialist staff to inform targeted and specialist support for:

- Literacy and Numeracy small group interventions
- ICT support in the form of reading, phonic and maths programmes
- Social Skills and Positive Behaviour support
- Nurture lunch and breakfast
- Speech and Language small group and individual therapy
- Occupational Therapy and Sensory Integration small group and individual therapy
- Relational therapy in the form of Art, Music and Dog Mentoring
- Family Support and Therapeutic Social Working
- Some staff are also trained in the use of Makaton and support when communication support is required

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 be included in activities outside the classroom including school trips?

All children at Quorn Hall School are entitled to the same access to extra-curricular 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:

- Guidance and support with careers and further education from an early stage in school integrated into the curriculum;
- Careers guidance and advice from specialist trained staff;
- Independent careers advice;
- Some opportunities for work experience;
- Opportunity to attend open days and visits to a new setting with school staff;

- Preparation from specialist staff for interviews that they may have to attend;
- Bespoke preparation for transition interventions as required, for example travel training.

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 Andy Cutts-McKay, 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 Ashley Pepper – ashley.pepper@quornhallschool.com

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