

Clovelly House School, SEND report, September 2022

1. OVERVIEW OF PAST YEAR

During the early part of the 2021/22 school year, Clovelly had a full OFSTED inspection which included increasing the pupil numbers to 20, 10 at Clovelly and 10 at an annex at a separate site at Enderby. At this point a new SENCO was appointed, Haley Tallett who competently took over the management of SEN and the annual review process.

2. SEN Needs

The school remains an SEMH school, but pupils may have complex needs. These are reflected as follows:

KS	Number girls	Number boys	EHCP Area	Annual review	Program
5		1 (EAA)	ASD, SEMH		
yr 11	1 (CO)		SEMH		
	1 (RD)		ASD, SEMH		
		1 (JS)	ASD, SEMH		
		1 (TL)	SEMH		
		1 (SA)	LD, SEMH		
Yr 10		1 (AD)	ASD, SEMH		
Yr 9	1 (IC)		ASD, SEMH		
Yr 7		1 (LS)	LD, SEMH		
		1 (CM)	ASD, SEMH		
		1 (HC)	ASD, SEMH		
		1 (BS)	ASD, SEMH		Outreach only

3. SEN staffing

The Principal is an experienced SENCO and is qualified in Special Needs. The school had a new, experienced SENCO to take on the role from September 2021. She was working towards her QTLS and was to enrol on the SENCO L7 program early in 2022. She cleared the backlog of EHCP reviews and have a formalised program for attending to these timeously during the next school year. However, she decided to move on to a promotion post in October 2022, and Jennifer Collighan stepped back into the role. Neil Robinson, experienced deputy head at the school has stepped up to take on the role moving forward. Neil will be enrolled on the SENCO L7 program.

The school is seeking a new School Head and they will be involved in SEN support. Therefore, the SEN team will consist of the Principal, School Head, SENCO and other support staff as available. This team will meet at least once a half term to review SEN provision. They will also involve the SALT, the Curriculum Officer, the Exams Officer, the Family Liaison Officer and the Outreach workers as necessary.

4. Training

During 2020/21, the whole staff team were trained inhouse in understanding SEN, and to L2 in Autism, Epilepsy, Diabetes, and Allergies. All staff are offered continuous training in SEMH needs. The SALT offers regular training in 'Communication and Interaction', such as 'Zones of Regulation', 'Talking mats' and SCERTS. The Exams team are undergoing face to face training to understand access arrangements. The Curriculum Officer delivers or arranges training to cater for SEND needs within the delivery of the curriculum.

5. Systems

The school has a robust SEND Policy which is consulted upon by all stakeholders. The SEN team also produces a detailed SEN review monitoring checklist, a school provision map and this report on an annual basis. Half termly meetings are minuted and minutes of meetings are available for perusal.

Pupils who may be offered 'Remote Learning' packages are monitored to ensure that they address any SEND needs for the pupils.

Pupils' assessments and target setting is closely tied with their SEND needs.

Curriculum planning is personalised for each pupil and also addresses their individualised needs.

Where necessary, access arrangements are applied for to support pupils writing examinations.

Where necessary, the school provides resources to support pupils with SEN, such as enlarged print, handwriting pencils, coloured overlays, SEN reading materials, IT support, etc.

Attention to SEND provision is included in the School Development Plan. (See below)

2. The quality of Education Provided by the School

Objectives	Procedures/Process	Action by:	Time Deadlines	Success Indicator	Monitored by:
8. To review the SEND provision across the school	<ul style="list-style-type: none"> * To induct the new SENCO into the role * To train the new Deputy Head to take over as SENCO * To involve the new team in reviewing policies and procedures for SEND across the school * To maintain high levels of SEND training for the SENCO and all staff members 	ELT	September 2021, then ongoing	<ul style="list-style-type: none"> * The new SENCO is inducted into the role * The Deputy Head has ongoing training to support the SENCO * The SEN team is involved in reviewing policies and procedures for SEND across the school * High levels of SEND training are maintained for the SENCO and all staff members 	Jennifer

6. Outcomes for Pupils

The pupils at CHS have excellent outcomes. They all make measurable progress in their academic progress and learning. This is evidenced on the school website, 'results and achievements'. All pupils make excellent progress with the SEMH needs. Incidents are reducing in frequency and intensity and pupils' participation and engagement in learning is recorded on a lesson by lesson basis, thus allowing for weekly monitoring of engagement. Boxall profiles allow for further assessed, quantitative tracking of progress.

7. Conclusion

Although there have been changes of SENCO, the SEND provision at the school is healthy. EHCP reviews are up-to-date and SEND considerations are embedded into strategic planning, staff appointments and training, curriculum planning, assessment, preparing for examinations, outreach work and remote learning.

The school is committed to maintaining these high levels.

Jennifer Collighan