

# Cressex Lodge SEND Information Report

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**September 2020:** Some of the processes and provisions described in this report have had to be either adapted or changed as part of our response to the ongoing public health crisis presented by the Coronavirus outbreak. The school SEND policy and SEND procedures continue to be upheld and normal operations will be resumed as soon as is safely possible. The ongoing safety, well-being and progress of our young people with SEND remains of paramount importance.

## Aim of the Report

To reflect on the implementation of the SEND policy and school SEND procedures to ensure that learners with SEND are achieving to their full potential, in line with the school mission statement. This document should be considered alongside the school's SEND Policy for a complete picture of the processes and interventions in place to support young people with SEND.

## Types of SEN that are provided for

Cressex Lodge School is an independent school for young people aged eleven to seventeen years who display harmful sexual behaviour and also have a range of complex needs. All young people at Cressex Lodge School receive quality first teaching and the provision set out in the EHC plans is met in-house. A significant proportion of the young people have EHC plans, and most of the young people have needs and requirements which fall into one or more of the areas below. Many young people will have inter-related needs.

- Emotional and social development
- Learning Disabilities
- Learning Difficulties: Dyslexia, Dyspraxia, Dyscalculia, Developmental Language Disorder
- Speech, Language and Communication Difficulties
- Autism Spectrum Disorders



- Social Communication Difficulties
- Sensory and/or Physical Needs
- Behavioural Disorders: Pathological Demand Avoidance, Oppositional Defiance Disorder, Conduct Disorder
- Mental Health/Emotional/Psychiatric Needs
- Attachment Difficulties
- Gifted and Talented

It is recognised and understood by all school staff that all of the young people at Cressex Lodge have experienced significant trauma and loss in their lives, and that these experiences will have had a significant impact on their cognitive development and on-going learning ability, even if they have not been identified as having specific difficulties, or as needing an EHCP. The effect of trauma on learning is a regular topic for staff training, and all young people benefit from quality first teaching that is adapted to their individual learning needs. Please see the Cressex Lodge SEND Policy for further details.

### **Arrangements for consulting parents**

As the majority of our young people are 'Looked After', their Local Authority Social Worker and Virtual School are the first point of contact for consultation and review. Where parents are maintaining involvement, e.g. for a 'Child in Need', they, along with Social Worker are the first point of contact for consultation and review. The Social Worker, where appropriate, shares all relevant reports with parents who are not directly involved, and they are invited to annual review meetings and PEP meetings where appropriate. For 'Looked After' young people, Residential keyworkers from SWAAY attend all relevant meetings including three weekly Core Group meetings, termly Personal Education Plan meetings and annual EHCP review meetings. For a 'Child in Need', the parent(s) attend these meetings. The Senior Leader – Curriculum and Assessment will attend six monthly Looked After Child Reviews to update the Local Authority on progress. EHCP review paperwork, PEP and ISP documents are shared with the residential keyworkers (or parents of CIN) so that they are kept up-to-date with how the young person is progressing.

### **Arrangements for consulting young people**

Young people are encouraged to attend most meetings that take place regarding their placement. They have an open invitation to attend every third core group meeting and their attendance is expected at LAC and PEP reviews. Young people are invited to attend EHCP reviews if they wish. The young person is also expected to electronically sign their termly ISP to agree the identified goals for each term. At the end of the term, they discuss their progress with the specialist teacher and sign off on the completed ISP.



Young people meet with their named TA every morning and afternoon; this allows them to raise and address problems or queries as they arise, without detriment to their engagement.

### **Arrangements for assessing and reviewing progress**

Progress is assessed continually as part of a multi-faceted process involving education, residential and therapy teams. The different assessment processes and their frequency are set out below:

<b>Assessment Type</b>	<b>Frequency</b>
ISP Targets	Termly
PEPs	Termly
School Reports	Termly
Placement Plans	Quarterly
LAC Care Plans	Biannually
EHCPs	Annually
Standardised Assessment (Literacy)	Annually
Standardised Assessment (Numeracy)	Annually

Results of standardised assessment are shared with the young people individually, with teaching staff via weekly staff meetings, and with residential keyworkers and Local Authorities via termly PEP meetings and annual EHCP reviews.

Progress towards EHCP outcomes is reviewed termly through the ISP process and informs the write-up of the annual review documents which are discussed at the annual review meeting.

All other documents are reviewed in meetings to which all relevant/interested parties are invited.

Progress in the curriculum is assessed using a variety of formative and summative assessment processes and is reported on via marking and feedback of class work, termly progress tracking data, termly subject evidence and termly school reports. Progress is categorised according to the descriptors developing, emerging, expected and exceeding and is measured according to Bloom's Taxonomy.

### **Arrangements for supporting young people in moving between phases of education/preparing for adulthood**

Young people are supported to think about what they want their future to look like through LAC reviews and meetings with the Adviza careers advice service. Enrolment on a suitable course at college is actively promoted as the natural next-step for all young people, irrespective of their SEND status. They are supported to attend college open days and taster days for specific courses to help them decide what they want their next-steps to be. Young people have access to careers advice from the beginning of year 10 so that we can ensure that their pathway is planned out as fully as possible.



When it comes to transition to college, a range of different levels of support is available, depending on the young person's individual needs and level of independence.

To date, 100% of our year 11 school leavers, irrespective of SEND status, have successfully secured college places for the September after their graduation from Cressex Lodge.

### **Approach to teaching young people with SEND**

Our approach to teaching all our young people, irrespective of their SEND status is to value and respect them as individuals and to provide an individually tailored curriculum, delivered using a variety of teaching techniques, strategies and resources to maximise the accessibility of the material. Specific teaching strategies are identified for each ISP goal, so that each young person receives targeted support to help them achieve the goal. Examples are: explicitly teaching key vocabulary, to ensure that all young people are able to understand the language within the lesson, using visual timetables/prompts to support auditory information, use of multi-sensory activities, to access more than one learning channel at a time and facilitate retention and recall.

All young people receive small group teaching across the curriculum with a high staff/young people ratio in each class.

Young people with SEND have additional access to one to one specialist teacher support, in-class specialist teacher support and one to one or group speech and language therapy or a combination of these interventions, depending on their particular profile of needs.

### **Adaptations to the curriculum and learning environment**

Adaptations to the curriculum are at a range of levels and may include different tasks with the same learning intention, provision of additional or different input materials, or different requirements for output by the young person. The curriculum may be adapted to be delivered at a different level, where the topic is maintained, but the level of detail is scaled up or down as appropriate, or, the teacher may plan to offer different levels of support to different students. We offer a range of accreditation options including GCSE, IGCSE, GCSE Short Course, Entry Level or equivalent (where available), BTEC, Unit Awards, Arts Award, vocational qualifications and Duke of Edinburgh Award so young people can achieve recognition at whichever level they are capable of achieving.

As a school, we recognise that our young people's experiences could have resulted in large gaps in their schooling and/or repeated changes of educational placement. In these cases, the young people are at a significant disadvantage as



their incomplete attendance records compound the difficulties associated with trauma and SEND. In order to support these young people to make up the gap in their learning, we offer an extended KS4, where young people can complete an additional year, or more, in order to allow them to prepare as fully as possible for external accreditation.

Completing an extended KS4 is offered to young people who have the capacity to access external qualifications if given adequate time to prepare, or at their request if they feel they would benefit from an additional year. It is agreed with the relevant Local Authority at the earliest opportunity, and may be a condition of enrolment.

As of September 2019, we are pleased to be able to offer a 'Bridging Year' for young people who have completed Year 11 but are not yet ready to take up a place at college. This bridging year focuses on developing the skills and self-confidence necessary for a successful transition to college and is tailor-made to the young person's needs. It comprises of a range of academic and vocational components and may also include resitting exams as necessary.

The learning environment is carefully considered to ensure that all young people have the opportunity to engage effectively and that external barriers to learning are removed. Class groupings and support arrangements are part of these considerations, as is the need for one to one support or additional support. If necessary, a young person can have their own school routine and assigned classroom – for instance, if a young person had severe difficulties managing change and needed a single base for their time at school.

Individual strategies for managing attention and concentration are also considered and employed to support the young people to stay on-task as much as possible, for example the provision of a wobble-board, yoga ball or tangle toy for learners who need to move in order to maintain their focus.

### **Expertise and training of staff**

Cressex Lodge has a full-time specialist teacher on staff who, in addition to providing targeted individual support to young people with SEND, also works with the teaching staff to help them identify and implement different support strategies in their lessons.

Cressex Lodge also has access to a part-time Speech and Language Therapist (SLT) who is able to offer one to one and small group intervention where appropriate, as well as liaising with staff to ensure that language needs are met across the curriculum.

The specialist teacher and the SLT offer SEND training and ongoing support to the wider staff team which is flexibly adapted to reflect the needs of the current young people and the staff team. The SLT also attends three-weekly core group meetings for the young people on her case-load in order to share best practice for the effective support and care for the young people with speech, language, communication and social needs.



All staff have completed PACE Training on trauma and attachment. Additional training on psychiatric and emotional difficulties is available from the SWAAY Therapy team and external professionals on a flexible basis according to need. Cressex Lodge also works closely with local schools such as Arbour Vale, Beech Lodge and Garth College to ensure that staff are confident at planning for and teaching young people with a variety of learning differences.

### **Evaluating the effectiveness of provision**

The effectiveness of provision is evaluated through a number of channels. Please see the 'Assess, Plan, Do, Review' Cycle to see how the channels are inter-related.

The teaching staff meet every day after school to discuss progress/difficulties. This is a useful forum for scrutinising provision and making sure that the young people are on track. Any identified issues can be discussed and a solution identified.

### **Inclusion of young people with SEND**

All young people at Cressex Lodge, irrespective of their individual needs, are expected to play as full a role in the life of the school as they are individually able to. All activities offered are fully inclusive, in line with our Single Equality Scheme, and individualised support is offered on a case-by-case basis to ensure that everyone is included in school activities, events, trips, workshops etc. Please see our Single Equality Scheme for further details of how we include our young people with SEND.

### **Support for improving emotional and social development**

There are a number of formal and informal systems in place to support the emotional and social development of the young people. Formal systems include therapeutic interventions offered by the Therapy team and include: speech and language therapy, individual therapy, emotional regulation group, group therapy (using cognitive behavioural therapy approaches), family therapy and art therapy. We have an anti-bullying policy which is strictly applied and an ethos that embraces the British values of respect, tolerance, liberty, democracy and the rule of law – in our case, the school rules and boundaries.

Informal systems include the school mentoring system, where each young person is paired with a named member of staff who offers them pastoral, social and emotional support, and the provision of structured social activities involving staff and young people which forms the basis of the weekly reward for positive behaviour.

### **Involvement of external bodies**

The majority of our young people are 'Looked After' by their local authority. Cressex Lodge School therefore works in partnership with the social workers and Virtual Schools to ensure that the young people's needs are met. We have an in-



house Consultant Child and Adolescent Psychiatrist, so our young people can have access to mental health support without having to wait for a CAMHS referral. We also have a number of full time therapists with a range of professional qualifications. We refer outwards any young people whose needs cannot be met by our extensive range of in-house qualified professionals.

We have excellent links with Adviza and local colleges to support young people in planning their careers and making transitions to colleges. We are a Duke of Edinburgh Award Licenced Organisation and we currently offer both Bronze and Silver accreditation with ambitions to offer Gold in the future. We also work with external providers such as artists and designers who run workshops such as willow-weaving, stop-motion animation, costume and mask-making (in school), documentary-making, and graffiti (in London), as well as a bike maintenance workshop who teach accredited bike maintenance skills at a range of levels and a Berkshire-based CIC called Autoskills who offer accredited motor mechanics training at a range of levels.

Please see the Cressex Lodge Local Offer and the Cressex Lodge SEN Policy for additional information.

### **Arrangements for handling complaints**

Where appropriate, we welcome parents sharing their feelings about their son's education through attendance at LAC reviews and EHCP reviews. They are also able to attend Sports Day in the summer term and can visit the school by appointment.

Residential keyworkers can raise concerns either via the Core Group meetings or can arrange to speak directly with the headmistress.

### **Further Information**

Cressex Lodge School is one aspect of the wraparound care that is provided by SWAAY. Please visit the rest of our website to find out more about the residential care and therapeutic services that we offer. If you have any queries, or would like to make a referral, please contact our head office on 0118 926 1010