

Childwall Abbey School SEND Information Report.

2018-19



"A calm, safe and welcoming place in which to work and learn.

A place where everyone supports each other to achieve.

A place we enjoy coming to each day."

Contents 2

Our approach as a school 3

Organisation 4

- Key Stage 3
- Key Stage 4
- Key Stage 5
- Nurture
- Additional Resource Centre 1 (ARC 1)
- Additional Resource Centre 2 (ARC 2)

Curriculum 5

Ensuring needs are met 5

Available Support 5

Accessibility 5

Contacts 5

- Form Tutor
- SENCo
- Headteacher
- Safeguarding Team
- Pastoral Team

Additional staff providing interventions 6

Consulting with young people and their parents 7

Staff training and development 7

School partnerships and transitions 7

Challenges this year 8

Local offer 10

Our approach as a School

Childwall Abbey School (C.A.S.) is a special school, in the south of Liverpool, supporting and educating pupils with complex learning difficulties (CLD). C.A.S. cares for pupils aged 11 to 19.

We currently have places for 150 students. This includes 6 places in our Nurture Group

All C.A.S. pupils have an Education, Health and Care Plan (EHCP). All pupils have needs included in the following headings

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and / or physical

Students are allocated places in C.A.S. by Liverpool Local Authority.

Our Mission Statement

"A calm, safe and welcoming place in which to work and learn.

A place where everyone supports each other to achieve.

A place we enjoy coming to each day."

Organisation

Key Stage 3

The vast majority of C.A.S. pupils begin their time at our school at age 11 years. They come into our Year 7 classes, where they access the full National Curriculum, within small groups with a dedicated Form Tutor and class Learning Support Officer (LSO). At Key Stage 3, our pupils spend up to 50% of their time with their form staff, to ease integration, ensure continuity and appropriate support.

Key Stage 4

At the end of Year 9, our pupils transition into Key Stage 4. It is within this area of school that pupils begin to work fully on nationally accredited examination coursework, and to experience the Duke of Edinburgh Award Scheme, college visits and work experience. Within this Key Stage, pupils move more freely around the school building, to specialist teaching rooms.

Key Stage 5 (6th Form)

6th form places at C.A.S. last for 1, 2 or 3 years, depending on numbers of places available and needs identified at Annual Review. Sixth form is designed for more socially and emotionally vulnerable students who may need a longer transition to college / work. Places may be offered to pupils who have not previously attended C.A.S.. Work in Sixth form focusses on developing life skills and independence.

Nurture.

The C.A.S. Nurture provision is a very small group, based in a dedicated area of the school. The goal is to support our most socially, emotionally and academically vulnerable pupils across the age range and to enable them gradually to develop the social skills which will allow them to learn and integrate in the wider school community. The group size remains significantly smaller than our other classes to allow highly individualised and pro-active responses to needs.

Additional Resource Centre 1 (ARC 1)

This key provision offers support to all pupils across the school in terms of social, emotional and behavioural issues. The range of facilities within ARC 1 allow dedicated staff to provide targeted one to one or group sessions or simply to allow quiet time out.

Additional Resource Centre 2 (ARC 2)

ARC 2 provides one to one or very small group interventions to pupils identified by subject staff as needing additional support, especially in the areas of Literacy, Numeracy and Social Language and Communication.

Curriculum

At C.A.S., pupils are offered a broad and balanced curriculum, which facilitates a personal pathway through school, with opportunities for externally recognised accreditation and therapeutic support. Subject specialists teach lessons, in the main. This leads to accreditation at each pupil's appropriate level by the end of Key Stage 4 (from Entry Level to GCSE) and at the end of Key Stage 5 for pupils who are invited to stay on in Sixth form.

Throughout the curriculum, there are opportunities for personal and social development and support for our pupils to learn how to learn and to be able to self-regulate/ manage their emotions. Each term personal targets are set by pupils and form tutors and shared with all staff and parents. The majority of

pupils are expected to access this curriculum with high quality teaching and additional classroom support.

As pupils move through the school we offer a range of opportunities from the enrichment programme, to access experiences which prepare pupils for the next stage of their lives, e.g. college visits, work experience and an ASDAN life skills curriculum. More information about the curriculum is included in the subject links on the web site and in our School Prospectus.

Ensuring needs are met

Internal processes are in place for monitoring the quality of provision and for ongoing assessment of need. Students are baseline assessed on entry and a standardised score in reading, spelling and maths are produced by dedicated staff, as well as a social, emotional skills assessment. These scores enable staff to monitor progress, provide intervention, and support where needed.

C.A.S. has developed its own bespoke assessment system. This provides aspirational targets set against well informed expectations. In each subject, staff identify pupils who are not making expected progress and interventions are implemented. The Deputy Head and subject leads oversee these interventions.

If a pupil continues to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, additional support from ARC 1 and 2 and other providers is sought and appropriate intervention put in place.

Available support

Support available may be academic or therapeutic. It takes place within the classroom, with our Learning Mentor or in ARC 1 or 2

- Support from ARC 1 or 2
- Exploration of Alternative Provision as part of the personalised pathway
- Sensory support / use of Sensory Room/ use of Breakout Spaces
- Modification of teaching groups

Contacts

Form Tutor

The first point of contact is the form tutor. All class groups have at least one support assistant assigned to them for additional help.

SENCo

Parents and carers are encouraged to contact our SENCo if they have any concerns regarding their child's EHCP. Annual Review meetings provide an opportunity for in-depth discussion, however contact is welcomed at any point in the school year.

Headteacher.

C.A.S. encourages parents/carers to feel comfortable contacting the Headteacher to share information or to raise any concerns.

Safeguarding Team.

Our Safeguarding Lead and Deputy Lead are available to listen to any concerns you may have with regard to pupils' safety and can signpost further advice and next steps if necessary.

Pastoral Team.

At C.A.S. we have a strong, well qualified and proactive Pastoral Team. The members meet regularly to discuss issues and to ensure consistency and continuity of support for all our pupils and their families.

Additional staff providing intervention

A wide range of interventions are provided on a case by case basis by -

- Form group Support Officer
- ARC 1 Support Officers
- ARC 2 Support Officers
- Social Communication Group Support Officer
- Mental Health First Aider
- Attendance Officer
- Educational Welfare Officer
- School Family Support Service
- Independent Advice and Guidance Provider (Careers)
- Transition Team Advisors
- Fusion Team
- Educational Psychology Service
- Occupational Therapy Service
- Physiotherapy Service

Consulting with young people and their parents

C.A.S. consults with parents through parent meetings, annual reviews, parents' evenings, parent questionnaire, Parent View, newsletters, texts and our website.

Consultation with students takes place through their form tutor sessions, school council, pupil surveys, annual review, parents' evenings and ARC 1 and 2.

Staff training and development

Regular whole staff training is delivered e.g. on:

- Safeguarding (Annually)
- ASD
- Sensory needs
- Meeting medical needs
- DCRT (Annually)
- Mental Health and wellbeing
- ADHD
- First Aid (Updated as per requirements)
- Behaviour Management and Support
- Restorative Practice
- Cross-curricular Literacy and Numeracy (Annually)

Staff training is linked to the school development plan and training on an individual level is recorded in the Headteacher's report to Governors.

Priorities for this year are teaching and learning (focus- Writing, Maths), learning outside the classroom, health and wellbeing and development of Sixth form curriculum.

School partnerships and transitions

C,A,S, supports pupils to manage both in-school transitions e.g. transport time, between lessons, at breaks and Lunchtimes, year to year and transitions beyond school- i.e. beginning at C.A.S. and also transition to work or college.

Parents/carers and pupils are encouraged to visit school prior to accepting a place at C.A.S. and again once a place has been offered if needed. We also communicate with staff in pupils' existing settings to ensure a smooth transition. From 2018, a short DVD will be available to pupils who are joining the C.A.S. community, to aid their transition (made possible by a grant from Liverpool Learning Partnership).

The Careers Advisor and school staff support pupils in college visits and interviews. All year 11 pupils have the opportunity to visit colleges and gain an understanding of potential college courses.

This year we are developing a supported internship programme for identified Sixth-form students this year, in collaboration with Liverpool Hope University.

The majority of our pupils come to school on local authority transport and we work with them to ensure this is a positive start to the students day, a number of students have become independent travellers with the support of the independent travel team.

C.A.S. runs a Preparing for Independence programme in the 6th Form, which includes travel training as well as links with local schools, colleges, universities and businesses.

We also work with School Health and the Educational Psychology service.

Challenges this year

This year we have increased in number from 130 to 150 on roll. This is an exciting development but is also a challenge as new staff and students settle into the school.

We have a new Nurture class in school, which will allow us to develop our skills to support the highly complex needs and sensitivities of our most vulnerable pupils.

As in previous years, we continue to see a significant increase in the number of students with extremely complex needs e.g. dual diagnosis of ASD/ADHD and serious mental health or medical issues, lists of 3,4, or more significant needs identified on EHCP. To manage this we continue to develop the skills of all our staff to support students to overcome barriers and achieve academic and personal success.

This year we are also developing our ability to support our pupils' mental health and wellbeing through a wide range of activities, including School of Sanctuary accreditation and enrichment activities such as horticulture, massage and relaxation sessions, yoga and Indian Dance.

Our curriculum and accreditation are extending, to enable our pupils of all abilities to experience support and challenge and to aspire to develop independence and life skills.

Part of the curriculum enrichment to which we are aspiring this year, is a focus on developing opportunities to learn outside the classroom e.g. through the Duke of Edinburgh Programme, extended ASDAN accreditation and Forest Schools.

We are working hard via links with Hope University to embed a Supported Internship programme. This positive development will require extra resources in terms of training, management/staff time and financial commitments.

Areas for development

These are detailed in the school development plan but focus on the following areas:

- Increase opportunities and raise expectations in writing.
- Assess thoroughly, students' mathematical skill.
- Managers check work of school with rigour to detect any weaknesses.
- Develop capacity of C.A.S. to support Pupil Wellbeing and Behaviour for Learning.
- Develop C.A.S. Sixth-form offer to support successful transition preparation.
- Extend learning opportunities for C.A.S. pupils outside the classroom.

Complaints

Complaints can normally be dealt with informally with the teacher concerned or the Headteacher or Deputy Headteacher. If, following this, parents/carers are still dissatisfied then there are procedures that are more formal. These ensure that all complaints receive, fair, full and speedy consideration. However, the need for these procedures are very few. Our Complaints Policy is on the school website or is available on request from the school office

Accessibility

C.A.S. moved into a new building in March 2016. It is fully accessible. The school was specifically designed to fully support students with special educational needs and in particular those with ASD. Features such as muted colour scheme, wide corridors, large classrooms with quiet spaces, a Sensory Room and additional teaching and learning spaces all help to create a calm atmosphere in the school which is conducive to learning. All students have access to low arousal environments and the school has two restful Breakout Spaces. The new school design gave careful consideration to the auditory and visual environment needed by pupils with sensory sensitivities.

The school accessibility plan is available from the school on request.

Local offer

Liverpool authority's local offer is published here:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

2018