

Croft Community School
SEN Information Report 2021

The SEN Information Report is updated annually to reflect changes and priorities within the school. The report outlines current provision within Croft Community School.

What are the kinds of special educational needs for which provision is made at Croft?

Pupils at Croft have identified needs which are significant and often complex in the areas of cognition and learning. Pupils may have moderate learning difficulties and/or autism spectrum conditions. Pupils may also have associated needs in the areas of emotional/social and communication and interaction such as speech and language difficulties. A small number of pupils have severe learning difficulties. In addition, pupils may have sensory or physical difficulties.

The school provides data on the levels and types of need to the Local Authority. This is collected through the school census. The following information was correct for October 2021.

Key stage	Year Group	Total in year	Challenging Behaviour	High Medical needs	Composition by Audit band							
					1	2	3	4	4d	4cb	5	
	Rec											
Total EYFS	Y1	5						5				
	Y2	5			1	1		3				
Total KS1		10										
	Y3	7			2	1		3	1			
	Y4	8	4		3	1		3		1		
	Y5	8	1		2	1		3	1	1		
	Y6	15	2		2	1		6	5	1		
Total KS2		38	7									
	Y7	30	7		6	8		9	1	6		
	Y8	14	4		5		1	4	1	3		
	Y9	41	3		7	2		16	3	13		
Total KS3		85	14		18	10	1	29	5	22		
	Y10	27	2		6	2		12	3	4		
	Y11	24	1		10	1		7	1	5		
Total KS4		51	3		16	3		19	4	9		
	TOTAL	184	24		44	18		71	16	34		

1. Moderate learning difficulties
2. Severe learning difficulties
3. SEMH (pupils who have this as their main need would usually attend a specialist school)
4. Autism spectrum condition
- 4d. Discrete class for pupils with autism spectrum conditions
- 4cb. Autistic spectrum condition with challenging behaviour
5. Profound and multiple learning difficulties

Croft Community School is a maintained day special school for children aged 4-16 years.

Pupils are provided with an appropriately paced and differentiated curriculum which includes the National Curriculum. Pupils at Croft have personalised learning programmes which can include appropriate qualifications and accreditation opportunities e.g. GCSE, Entry Level, ASDAN, Duke of Edinburgh and BTec. They may also have access to intervention programmes, enrichment activities, residential and extra-curricular opportunities, end of year 9 options and work experience.

More details about our curriculum at each key stage and our commitment to high quality educational provision for all our children is detailed in the Curriculum area of our website.

Admission to Croft is via the local authority. SEN placement and provision can be contacted via Durham County Council on 03000 26 0000.

What are the school's policies for the identification and assessment of pupils/students attending the school?

All pupils at Croft must have an Education Health and Care Plan (EHCP) prior to admission. The school has a SEN policy which can be found on the website in the policies section. Any additional or developing needs are identified by school staff and referred to the school SENCo or relevant external professional if they cannot be addressed within existing provision.

What is the provision for pupils at Croft Community School and how is it evaluated?

All pupils attending Croft Community School have an EHC Plan. We are a specialist provision with a high staff pupil ratio, fully accessible building and trained staff. More information is available in the SEN policy on our website.

We evaluate our provision through the use of progress data, parent and pupil feedback, governor and link inspector monitoring visits and via our School Self Evaluation system into which all staff have input. Our School is a place where everyone is treated with dignity, with respect and is of equal worth.

We have a shared vision for Croft which has been achieved through collaboration and is owned by all members of our learning community.

Further details of all areas of our school are available on our website, www.croftcommunityschool.co.uk

All staff have a responsibility to meet the needs of pupils at Croft Community School. The school contact details are available on the website through which you will be able to contact a member of the leadership team or your child's form or subject teacher.

Staffing levels are enhanced so that pupils can be taught in classes appropriate to their individual needs and abilities. Teachers, Higher Level Teaching Assistants (HLTAs), Teaching Assistants and Health Care and Education Assistants are deployed in a variety of ways to ensure every pupil is able to access education.

The school receives advice and support from a range of health professionals, working in partnership with them, in order to meet the needs of our pupils. We work closely with the Local Authority and our Health and Social Care colleagues to implement the SEN Code of Practice. We will continue to work

closely with parents/carers and keep them informed of the changes and next steps that affect their families.

How are children who are Looked After supported at Croft Community School?

2.7% of pupils at Croft are Looked After. At Croft we have a member of the senior leadership team who is responsible for looked after and previously looked after children. Mrs Franklin-Ridley works with Miss Elcock (safeguarding/SENCo) to ensure that we meet statutory requirements and guidance for good practice.

What training do staff have in relation to the needs of pupils/students at Croft Community School?

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training programme related to their work as a teacher or member of the support team. Individual development needs are assessed and reviewed through performance management procedures and individual training needs identified. Continuous Professional Development in SEN is supported by targeted in-service training and attendance on courses. We recognise and value the vast amount of knowledge and skills held by our own staff and strive to promote the use of peer collaboration both within school and across the federation as a means of staff development. The long term well-being of the pupils is of paramount concern and training in Medical Needs, Safeguarding, Prevent, First Aid, Behaviour Management and Team Teach are kept up to date. We have an induction program for new staff to ensure they are aware of policy, procedures and guidelines.

How will equipment and facilities be provided to support pupils at Croft Community School?

Croft Community School is fully accessible for wheelchair users, having a lift to the first floor.

A range of equipment and facilities are provided for the children in response to their different needs to support them physically and enable them to access their learning and the curriculum.

The school receives funding via Pupil Premium for disadvantaged students. For details of equipment and facilities targeting these group please see the website, polices, pupil premium. Primary pupils also have provision through the Sport's Premium. A new grant relating to COVID-19 Catch up is now available to schools. Once again, information can be gained from the school website.

All parents, carers and families are welcome to visit the school prior to their child attending to see what is available.

What are the arrangements for consulting parents and involving them in the education of their child?

At Croft Community School parents are included in the process of working with their children and young adults in the following ways:

- Initial visits to school
- Introductory meetings and transition visits
- Daily home/school book for information exchanges and key messages for pupils with communication difficulties
- Text service to parents
- School blog
- School Facebook page
- Termly parent/teacher meetings
- Meeting with other professionals –team around the family, care team meetings, PEP meetings
- An annual school report linked to the EHC Plan review meeting

- Annual EHCP Review meeting
- Coffee mornings, social events
- Parental Representation on Governing Body
Parent Questionnaire
- Parent involvement in changes in school through informal and formal consultations
Website updated regularly
- Class Do jo

During COVID-19 restrictions, meetings take place virtually or by telephone. Parents are able to look around the school, but this must be after school hours and face masks must be worn. In the short term, social events are not being planned and home-school diaries have been replaced by email contacts.

What are the arrangements for consulting young people at Croft and involving them in their education?

All children and young people in our school are treated with dignity and respect. There is personalisation of the curriculum for each pupil/student in order that they can access and experience success through-out their school life.

The Junior Leadership Team involves students in contributing to all aspects of school life, suggesting new ideas and innovations and making decisions about Croft as part of the wider community

The assessment and annual review process of EHC Plans includes the choices and views of pupils/students.

Pupil questionnaires are completed annually.

There are two Head Pupils who are voted for by their peers.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Croft Community School?

The policy and procedures for all complaints is available from the school office and website and is updated each year. This includes the role of the head teacher and governing body members. Parents or carers with any concerns are encouraged to share these with any member of staff with whom they feel comfortable. Staff are expected to respond as promptly as they can and liaise with a senior leader.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at Croft and in supporting their families?

There is a wide range of staff working together to support pupils and their families. Some are employed directly by the School, others have different lines of management.

Classroom staff are employed directly by the school. This includes teachers, HLTAs, TAs, and HCEAs Administration, and Maintenance staff are also school employees; the school has the services of Taylor Shaw who provide lunches.

Other professionals work for a range of agencies – most have office bases elsewhere and work in school on particular days or as necessary.

School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHs and LDCAMHs teams and Physiotherapists are employees of the NHS. These professionals can sometimes work within school, training staff and advising staff or working with children and young people.

The SEND Inclusion Service staff – advisory teachers - are employed by the Local Authority, not the school, and are within the Children Specialist Services team. They work with individual pupils and provide advice on individual needs.

Transport to school is organised by the Local Authority not the school. Transport staff, drivers and escorts are employed by the transport companies.

There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children Specialist Services.

All contact numbers for support services, described above, are available from the school office. If you have a query relating to these areas, it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.

How do staff at Croft work with external agencies?

We work with external agencies in a number of different ways. Some agencies come into school in an advisory capacity and will offer advice on individual pupils or staff training. Croft staff then implement any programmes or strategies in school.

Croft staff receive reports from external agencies which contribute to the EHCP process. Staff from Croft also furnish external agencies with reports regarding individual children e.g. to social services for child protection purposes. Staff also complete standard forms to contribute to formal assessments e.g. Conner's scale for ADHD

What are the arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

All transitions are planned and supported whether this is pupils starting school in EYFS or moving to us from mainstream education, moving form class, or moving on to further education.

Parents/carers will have the opportunity to meet new staff, take part in organised visits and get further information via our options evening and careers fayre.

Transition programmes are set up for pupils depending on their needs. Staff from Croft liaise with those from other feeder schools. We work with parent support advisors, specialist teachers and school SENCos so that we get to know the needs of our new pupils. Staff from other schools are encouraged to accompany pupils on transition visits along with parents and carers.

Students are fully supported during their transition to post school providers with organised visits.

Where is the information on Durham's Local Offer published?

<http://www.countydurhamfamilies.info>

There is further detail on our website on our own school offer for SEND and this links to the Local Offer. This can be found in the parents' section. If you have any queries or requests for policies or information relating to this report please contact the Deputy Head Teacher / SENCo – Ms Vanessa Elcock – 01207 234547

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