



CSS

Children's
Support
Service

Children's Support Service SEN Offer

Updated – June 2019



School Ethos

We have a common purpose for all children and our school community. We work together with all our partners to create positive changes and shared vision for the best for our pupils.

Our vision is that every student has the potential to achieve far reaching goals. They need the right teaching and learning conditions but above all they need the inspiration to succeed and make a successful transition into adulthood, whether into employment or higher education or training.

Children's Support Service is a provision for the learning of students who have, for whatever reason, been unable to continue in mainstream school for the current period of time. We cater for pupils from 5 – 16 years, providing education in house and in the field across three centres and two outreach facilities.

Admission is through a referral process from mainstream and special schools to the Local Authority.

All students are valued for their talents and achievements both in school and in the community.

The centre makes provision in accordance with the Code of Practice – 2015, the SEN and Disability Act -2001, The Equalities Act – 2010, Index for Inclusion – updated 2001, the Discrimination and Disability Act – 2006.

Special Educational Needs are identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. We believe that young people have a right to be involved in making decisions and exercising choices. They have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them. Consequently, the centre is committed to working in partnership with the young person, parents/carers and outside agencies to identify needs, provide support for them and monitor the progress for all students.

The arrangements for consulting parents of students with special educational needs.

We value the importance of working with parents, carers, students and staff in order to ensure a positive learning experience for every student. We welcome your views and comments as part of our partnership with you. Throughout your child's time at CSS parents

are given regular opportunities to meet and discuss your child's needs, progress and concerns.

This includes:

- Meetings to arrange transition arrangements and support (Information, Advice and Guidance)
- Termly passport meetings to discuss progress with the child's Personal Tutor
- Parent questionnaires completed at termly review meetings
- Statutory Education, Health and Care Plan review meetings
- One Planning meetings
- In a response to a request for a meeting
- Email conversation
- Telephone conversation

The young person is central to the planning for and the review and evaluation of their special educational needs. All students have a Student Passport to inform staff of their needs and requirements. Students are encouraged to participate in meetings and Annual Reviews about their progress.

We aim to put in place a range of plans for the young person to meet their aspirations.

The arrangements for consulting young people with special educational needs and involving them in their education.

The young person is central to the planning for and the review and evaluation of their special educational needs. The centre is committed to listening to each pupil. The centre seeks to ensure that the young person is empowered to bring to the attention of staff their needs and the best ways in which they can be supported. This could be through:

- Use of student passports
- Age appropriate conversations about targets and progress
- Participation in statutory meetings or annual reviews
- One Planning meetings

The name and contact details of the SEN Coordinator

Anya Jenkyn is the SENCO for the service; she is contactable by the following means:



CSS

Children's
Support
Service

Telephone

01268 542367

Email

anya.jenkyn@css-south.co.uk.

Admin assistant – Kim Williams – 01268 542367.

Email – kim.williams@css-essex.co.uk

SENPs

Langdon Hills Centre – Maria Lane – 01268 542367

Fairview Centre – Laura Benstead – 01268 552482

Hadleigh Centre – Kate Dell – 01702 559347

Complaints Procedures

As a school we work hard to be in effective communication with children and parents and to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously.

If the situation arises where parents have a concern about the provision being made for their child or the impact of that provision and feel that the SENCO has been unable to reassure them that the needs are being met effectively, then the school's Complaints Procedure – which is available by request – sets out clearly what the steps are to draw these concerns to the school's attention.

Information on where the Local Authority's local offer is published.

For information regarding The Essex Local Offer please see ECC website

www.essex.gov.uk

Identification and Early Intervention.

Parents are aware that special educational needs and provision falls under four broad area:

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

The method of identification and provision follows a Graduated Approach. We work closely with the young person and their parents to identify what support is needed, what the specific barriers to learning are and to understand why a student may not be making progress.

Time is taken to involve all relevant stakeholders in the One Planning process so that advice can be offered and support strategies employed e.g. EP involvement

We will then put in place appropriate interventions such as;

- Reading interventions including Rapid Plus
- Teaching Reading Using Games (TRUGs)
- Lexia (Core 5 and Lexia Power Up formerly Lexia Reading Strategies)
- Numeracy 1 - 1
- Specialist Teacher input

All interventions are monitored and evaluated for the effectiveness of their impact and recorded on SIMs and Pupil Passports.

The quality, appropriate and impact of provision will be reviewed regularly.

Information on the kinds of special educational provision made in school.

The SENCO is experienced and knowledgeable. She will signpost, recommend and instigate link services to meet identified needs. There is a clear expectation that all members of the school staff should be making a significant contribution to raising standards of achievement. All approaches to learning follow the Graduated Approach - 'assess, plan, do and review'

approach, ensuring next steps in learning are clearly identified, with learning targets, understood by staff and learners.

Clear records of achievement are kept and used to support next steps in learning, providing a clear picture of what the pupil knows, understands and can do. Progress data is used to improve approaches to learning so that the centre continually reviews and improves its effectiveness.

We have strong partnership with alternative providers who work in partnership to promote an environment where the pupil is encouraged to participate in activities that will boost their skills for life.

Training and expertise

SEN is part of the overall School Development Plan.

There is regular discussion between staff at all levels to disseminate information and advice.

There is a team of highly skilled TAs across all the provision some of whom have specific specialisms.

A yearly TA Conference is held to deliver specific training and CPD.

Quality First Teaching and Personalisation

High Quality Teaching is that which is differentiated and personalised to meet the needs of each student.

At CSS we provide high quality teaching which allow students to learn effectively. A range of teaching and learning strategies may be required to ensure that all students can access the curriculum.

Skilled members of staff who are experienced in working with children with a wide range of difficulties.

All students, regardless of ability, have full access to a wide range of suitably challenging educational opportunities which are appropriate to their needs.

Every student is provided with opportunities to make progress in every aspect of their development.

All students have a Student Passport involving 3+ targets. These targets which involve areas that are barriers to their learning are addressed each day. They are also shared with parents/carers who are encouraged and given strategies to practise at home.

Students who have an Education, Health and Care plan will be involved in an Annual Review. This involves a structured conversation with all parties. As a result the parent and student will give their hopes and aspirations for the future; views about their academic, personal and social progress, knowledge and understanding and realistic expectations. This will be discussed and outcomes will be agreed. Health and Social Care may attend the Annual Review and their input and expectations form part of the planned programme of learning.

Equipment and facilities to support children and young people with special educational needs.

The centre works hard to ensure that no student is disadvantaged in terms of facilities and equipment dependent upon need.

To ensure that we achieve this goal we work with outside professionals such as the Specialist Teacher team, Access Arrangements assessor in preparation for exams

Local Authority contact details for SEN and Social Care.

Ely House
Churchill Avenue
Basildon
Essex
SS14 2BQ

Telephone: 03301 08843

From this central point of call, they will be able to direct you to the most appropriate support.