

The Centre School, Cottenham

SEN Information Report – Autumn 2024 (To be reviewed Autumn 2025)

By law, we must publish on the website information about the implementation of the policy for pupils with SEN – this will relate to the Inclusion Policy of the Trust. This must be published annually and the school will endeavour to update any changes to the information occurring during the year as soon as possible. This SEN Information Report should also be read in conjunction with the school's SEN Policy and Accessibility Plan (explaining how the school meets its duties under the Equality Act 2010 (and updates issued in 2012)).

<p>The kinds of special educational needs and disabilities (SEND) that are provided for in school</p> <p>The Centre School educates pupils with Social Emotional and Mental Health difficulties. Some of our pupils also have additional Special Educational Needs. All pupils attending the Academy must have a 'Statement of Special Educational Needs' or an Education Health Care Plan. In order for your child to receive an Education Health Care Plan you will need to contact the local authority or the school SENCO if they are at a school to initiate this process.</p>
<p>Name of contact details if a parent has concerns</p> <ul style="list-style-type: none"> • Principal & SENCO – Sue Raven • Head of Student Welfare and Safeguarding – Annabel Gerrard Croxon • School Office – 01954 288789
<p>Policies for identifying children and young people with SEND and assessing their needs</p> <p>This section is mainly applicable to mainstream schools as our pupils have an Education, Health and Care Plan with needs identified through the statutory assessment process. However:</p> <ul style="list-style-type: none"> • Pupils are constantly observed and progress or additional needs noted. • The school works closely with therapists and external agencies to identify and additional needs and the wider holistic needs of every child. <p>Polices in school that support this are the:</p> <ul style="list-style-type: none"> • Inclusion Policy • Behaviour Management and Anti-Bullying policy • Positive Handling Policy • Equality Policy • Access Plan
<p>Arrangements for consulting parents of children with SEND and involving them in their child's education. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including opportunities available to work with parents and young people as part of this assessment and review</p> <p>The school caters for pupils from a wide area so in order to ensure that parents/carers are kept fully informed, staff visit homes on a termly basis to discuss pupil progress, provision and to plan pupil outcomes and targets. These meetings are always held on the first day of each term. In addition to these meetings, parents and carers are welcome to contact the school as often as they need to. The school also aims to keep home fully informed of events in school. Each Year the</p>

school holds an Open Evening which is always well supported by students and their wider families plus members of the Local Governance Committee and other community members. Students are able to show some of the work and activities that they have participated in throughout the year.

Parents / carers are also part of the annual review process (related to the Education Health and Care Plan statutory process) and are consulted with about the progress and provision for their child.

Arrangements for consulting young people with SEND and involving them in their education

Pupils, where they are able to contribute, are consulted at every opportunity with regards to their education. For example:

- Their views are sought at Annual Person-Centred Reviews.
- Where appropriate, Looked After Children's views are sought at their review and target setting meetings.
- Pupils are offered choice making decisions as part of their subject options and extended curriculum offer.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people

When joining the school, a personalised tailored approach will be adopted according to the individual need of the pupil. This may involve home visits or support visits to prior settings. The transferral of information from previous settings also takes place.

When leaving The Centre School to attend an alternative school, the same process will take place in terms of sharing information and visits to the school or next setting.

Post 16 provision is planned for very carefully through a series of planned events, educational trips and work experience opportunities specifically designed to formulate the best possible transition to adult life. Pupils are also supported with progression planning by an Additional Needs Pathway Advisor from the local area Start Team.

The Centre School staff accompany pupils on visits to further educational settings they may transfer to after The Centre School; hopefully ensuring a smooth and effective transition.

Approach to teaching children and young people with SEND

Our school offers students:

- Learning that will provide them with the functional skills for everyday life beyond the school.
- Effective teaching that enables students to make progress.
- A learning environment that promotes an understanding that in any establishment there has to be boundaries, discipline and routine.
- Opportunities to achieve to the best of their ability both in and out of the classroom.
- Opportunities to succeed both in and out of the classroom, through an extended curriculum.
- Appropriate adult relationships that offer positive feedback and interaction.
- The opportunity to build relationships based on mutual respect and trust.
- An education that values all, and respects diversity.
- Opportunities to explore emotions and an understanding of how behaviour impacts on others.
- A variety of learning experiences.

This is supported by an enriched and extended curriculum offer to develop life skills and enhance life chances. Students learn at an early stage that the use of public facilities brings with it a need to understand what is and what is not socially acceptable behaviour.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND:

The Centre School recognises that our students are not usually confident about their abilities, particularly with regard to literacy and numeracy. We aim to:

- Instil confidence in small ways and in different areas. We recognise areas in which a student may feel confident and encourage them to use skills gained in other areas which they find more difficult.
- Provide access to targeted Basic Skills support.
- Give students opportunities to learn in environments in which they do feel confident e.g. developing reading skills in the kitchen whilst cooking.
- Enable students to experience opportunities to learn a wide variety of skills.
- Give all students opportunities to experience some success each and every day.
- Celebrate success in a wide variety of ways.
- Ensure that confidence building underpins everything that we do. Students that are experiencing difficulties and problems need to know that they can get help.
- Build confidence of parents/carers in the school so that students know home is supportive of the school and our work.

This is supported by an enriched and extended curriculum offer including music therapy, work experience, cooking, swimming, fishing, horse riding and other sport and fitness groups. Many of the extended learning activities take place in the community.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured:

The Centre School works alongside a range of professionals from education, health and care; sharing and developing expertise at every opportunity:

- Pupils have access to health professionals such as the school nurse as needed;
- The Hearing and Language support team will work any children who require this specialist service;
- The Principal may contact other services for additional expertise and advice such as the Educational Psychology service;
- There are a number of therapies available at The Centre School including music therapy.

Staff training is regularly provided. All staff have their own personal training targets identified on an annual basis.

Evaluating the effectiveness of the provision made for children and young people with SEND:

As part of the Astrea Academy Trust, regular reviews of the provision at The Centre School are completed which consider:

- Quality of education.
- Behaviour and attitudes.
- Personal development.
- Leadership and management.

The school also completes self-evaluation of the effectiveness of provision. Members of the Local Governance Committee receive regular reports at meetings. The support and provision in place for individual pupils are assessed through the termly and annual pupil review processes as well as other internal mechanisms.

How pupils with SEND are enabled to engage in activities available with pupils in the school who do not have SEND:

This section is applicable to mainstream schools as all of The Centre School's pupils have SEND (Social Emotional and Mental Health). However, the school seeks and embraces opportunities to work with mainstream schools, where possible (such as with Cottenham Village College).

Through work experience, pupils are also encouraged to engage with the wider community where possible.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying:

The emotional and social development of our pupils is a fundamental principle of The Centre School:

- The learning environment promotes an understanding that in any establishment there has to be boundaries, discipline and routine
- Opportunities to achieve to the best of their ability both in and out of the classroom
- Appropriate adult relationships that offer positive feedback and interaction
- The opportunity to build relationships based on mutual respect and trust
- An education that values all, and respects diversity
- Opportunities to explore emotions and an understanding of how behaviour impacts on others – including as part of the extended curriculum offer
- The school has a nurture provision
- Relationships and Sex Education, as well as Personal, Social and Health Education is delivered through the school curriculum.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families:

A range of professionals are involved, in partnership with The Centre School, to ensure individual pupils' needs are fully met. This would include; the Local Authority's SEND Specialist Services, the Physical Disability Team, Educational Psychology, Social Care, Child and Adolescent Mental Health Services, Youth Justice and School Nurses.

Other therapists and specialists will also support in school when required.

Arrangements for handling complaints from parents/carers of pupils with SEND about the provision made at the school:

The Centre School prides itself in building positive relationships at all levels with parents/carers and professionals. However, should it be deemed necessary, the school has a formal complaints procedure which is available directly from the school office or website:

<https://www.astreacentreschool.org/about-us/policies/>

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published:

The Local Authority's Local Offer is published by following this link

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>