

PHOENIX COLLEGE

SEND information report February 2018

What types of SEN do we provide for?

All students at Phoenix College have an EHCP where the primary area of need is identified as Social, Emotional and Mental Health (SEMH)

This will include diagnosis such as:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autistic Spectrum Disorder (ASD)
- Asperger's Syndrome
- Oppositional Defiance Disorder (ODD)
- Pathological Demand Avoidance (PDA)
- Anxiety
- Obsessive Compulsive Disorder (OCD)

All parents and carers are advised to speak to their local SEN Officer to seek support and advice if they are considering seeking a place for their child at Phoenix College. Parents and carers may wish to browse the admissions guidance located on our school's website.

www.phoenixcollegevoice.org.uk

Who is our special educational needs co-ordinator (SENCo)?

How can you contact the SENCo?

SENCo: Eleanor Hatchett (Headteacher Designated Safeguarding Lead)

eleanorh@phoenixcollege.reading.sch.uk

Trainee SENCo: Claudine Muller (Assistant Headteacher)

claudinem@phoenixcollege.reading.sch.uk

SENCo support: Teresa Eigheten (School Care Officer / Deputy Designated Safeguarding Lead) schoolcareofficer@pheonixcollege.reading.sch.uk

What is our approach to teaching pupils with SEN?

At Phoenix College we deliver a broad and balanced curriculum. Lessons are delivered through the use of differentiation based on the teacher referring to students' behaviour baselines, risk assessments, EHCP, Student Passports, baseline data and progress reports.

How do we adapt the curriculum and learning environment?

The curriculum is adapted for students through using the following documents:

- The pupil's EHCP or Statement.

PHOENIX COLLEGE

- Local Authority recommendation of funding and need.
- External advice such as Educational Psychologist, CAMHs, Outreach advice from specialist schools, Social Care and other medical professionals.
- Information from previous schools (I.E.P's, reports, levels, strengths and needs, reports from the previous agencies named above and assessments of SEMH needs.)
- Information from a home visit (Pupil's likes, dislikes, triggers, interests at home and completed parental forms.)
- Baseline assessments from the class teacher and on-going tracking information on progress, attendance, engagement and expected outcomes for subject areas.

The curriculum has been adapted so that students are able to access a range of enrichment activities on Monday, Wednesday and Friday afternoons. Students select an activity that they would like to take part in for the term.

These activities include: Horse-riding, Football, Sculpture, Lego Club, Kicks at Reading Football Club Community Trust, Mountain Biking and Bike Maintenance, Boxercise, Gardening, GCSE Art catch up, Science Club, Trampolining, Winter Sports, Swimming Food Club and Craft Club.

Off-site activities such as Bowling, Theatre visits, Ice Skating, Golf at the driving range, to name a few, help to develop positive social interaction within the community. Students' physical and emotional wellbeing is improved by participating in activities such as these.

To ensure students are able to gain accredited qualifications, GCSEs and V Certs are delivered over three years (Year 9, 10 and 11). Students currently study for the following GCSE subjects and GCSE equivalents (V Certs): English, Mathematics, Science, Geography, Business Studies, Art, Food Technology and PE.

Students have access to a variety of on-site learning activities. We acknowledge the importance of British Values and deliver PSHRE to ensure that our students have the best chances of making a positive contribution to their communities. Tutors select to support a charity for the year and run fundraising activities throughout the year. Students engage in community projects and host events like the Senior Citizens Party, make and deliver Christmas hampers to members of the community and take part in community projects.

Phoenix College delivers daily reward based enrichment activities which enable the students to develop social skills such as turn - taking, learning to lose and peer -encouragement.

Identified students have access to additional Literacy sessions with "Tutor Doctor" in order to increase the student's knowledge and reduce the gaps in his learning. These may be through individual or group support to improve handwriting, spelling, reading and writing skills.

Identified students have access to additional Numeracy sessions with "Tutor Doctor" in order to increase the student's knowledge and reduce the gaps in his learning. These may be through individual or group support to improve foundational numeracy skills and provide further challenge if appropriate.

PHOENIX COLLEGE

How do we enable students with SEN to engage in activities with other pupils who do not have SEN?

As all students attending Phoenix College have EHCP's there are limited daily opportunities to engage with students who do not have SEN. The school has an extensive enrichment programme that involves a wide variety of off - site activities. By engaging in these activities, our students have many opportunities to engage with members of the public of all ages. Please see the Enrichment section on our website for more details.

Students have direct opportunities to engage with their mainstream peers in activities such as:

- Sporting fixtures -Football games against other schools
- Off-site P.E. lessons where facilities are often shared with other school groups and members of the public of all ages.
- College and external provision placements
- Work experience placements (Year 10 and 11)
- School Theatre and Pantomime visits such as "Horrible Histories", "The Play that goes wrong", Art Gallery visits, science museum visits.

How do we consult parents of students with SEN and involve them in their child's education?

Once a child has been offered a place at Phoenix College we strive to develop and maintain a strong partnership with parents and carers in order to consult and involve them in their child's education. On or prior to arrival a senior leader or School Care Officer visit the child and family at home to share information and answer any questions. The parent/carer and child are also invited to come and visit the school to meet the staff team and students. The school meets with or liaises with other professionals that are already involved with the child and family to get an understanding of how best to support the child and their family.

As a school we believe that working alongside the parent is vital to providing the best outcomes for our students. We will do this in a variety of ways:

- Parents/carers are contacted regularly by a keyworker, by an agreed means and are encouraged to share information. Students have weekly contact with their keyworker who will discuss strategies and offer support to students.
- Members of the staff team contact parents/carers regularly via phone to provide further information and to work collaboratively to overcome barriers to learning.
- Parents and carers may contact the school by telephone or e-mail at any time if they wish to make an appointment to see a teacher or a member of the leadership team. The school operates an open door policy and as such we try to ensure that a member of the leadership team will be available to speak to a parent/carer at short notice whenever possible.
- Parents/carers are encouraged to complete our annual questionnaire (completed at parents/carers evenings or with our School Care Officer), the results of which help us shape what we do to improve what we offer to our children and families.
- Parents and carers are invited to attend the annual review of their child's EHCP for which teachers and key workers provide written information regarding a child's progress. Parents

PHOENIX COLLEGE

are notified at least 3 weeks before by letter containing a parental view form. This will be followed by a text 2 days before as a reminder. Parent attendance is strongly recommended to ensure that parental voice is heard.

- The school holds termly parents evenings where parents/carers can learn about their child's progress and express their views through structured conversations. Teaching staff will discuss targets with students and parents. These will be reviewed to evidence progress.
- During the school holidays the head teacher can be contacted via e-mail. The school employs a School Care Officer and an Outreach team who are there to support families on a wide range of issues including transition into and out of Phoenix College.
- Phoenix College has parent representatives on its Governing Body.
- The school uses an electronic recording and reporting system in relation to behaviour called Behaviour Watch. Parents receive an electronic report each Friday which includes a summary of incidents. This system supports and improves the efficiency of recording and sharing information. All contact with parents and carers (for individual students) is logged on Behaviour Watch, shared appropriately and the necessary actions implemented.
- School staff will arrange additional meetings and invite parents and students to attend when any issues arise or decisions need to be made regarding a student's access to the curriculum.

How do we consult students with SEN and involve them in their education?

As a school we believe that working alongside the student is vital to providing them with the best outcomes. Views are sought on an informal and daily basis throughout any day. Students are given formal opportunities to review their learning, as well as their social, emotional and behavioural well-being in designated time on the school timetable. After an incident, students are provided with the time and space to reflect on what happened and why so that they can move on and learn from it.

On an annual basis, children's views are collected in the form of a questionnaire, the results of which help us shape what we do to improve what we offer to our children and families. Children are actively encouraged to participate in the annual review process (EHCP) and complete their own form designed to help them in expressing their views in preparation for this meeting.

Consultation with students happens across the school in a variety of ways:

- An initial home visit to gain knowledge of their interests and views.
- Weekly contact with the keyworker who will discuss strategies and any support that they can provide.
- Target - setting sessions with their keyworker to discuss what has gone well and what has been difficult.
- Termly meetings regarding effort, engagement and academic progress during Parents Evening
- Teaching staff will set and discuss targets with students at least termly. These will be reviewed with them to evidence progress and increase their confidence.
- Students will be invited to attend the Annual Review Meeting. If they feel they are not able to attend then a student feedback form will be used enabling them to have a voice.

PHOENIX COLLEGE

- The school will use student questionnaires to inform any decision making process. The school has an active student council that has an impact on the running of Charity Events, interviews, school tours and more.
- The students are encouraged to share their thoughts and ideas with the Senior Leadership Team.

How do we assess and review students' progress towards their outcomes?

On arrival at Phoenix College an individual induction programme is established and facilitated by school staff. During the induction period, school staff will usually formally assess the child.

Students and parents are continuously involved in the setting and monitoring of targets through the use of parents evenings and annual reviews.

As a school we focus on students' behaviour, academic outcomes and social and emotional wellbeing. The students' outcomes are centred on these areas and will support them to show progress.

Teaching staff work together in departments to secure the best outcomes for the young people and regular assessment and progress monitoring helps to ensure that all pupils are on track to reach their expected outcomes.

Keyworkers, the Assistant Head for Teaching and Learning, the School Care Officer and SENCo work closely with students, staff and parents to ensure that all EHCP outcomes are being met throughout the school day and that students continue to make progress towards these.

How do we support students moving between different phases of education?

As Phoenix College is a provision which ranges from year 7 through to post 16, we are able to closely support the young people to transition through their education.

All students engage in a transition programme at enrolment allowing for a phased transition into the school.

This will be supported by:

- The key workers
- Previous schools
- The class teachers
- Local Authority

The Outreach team provide close support for the post-16 transition, including the arrangement of work experience/college placements and the completion of CVs and college/work applications.

PHOENIX COLLEGE

How do we support students preparing for adulthood?

Students who attend Phoenix College have access to a variety of External Providers to ensure they have a clear picture of where they see their future career paths. This helps to support transition and preparation for adulthood.

Students are taught life skills such as budgeting, money management, independent living skills, interview skills, and completing CV's.

All students from year 9 onwards receive careers support and advice through the Outreach Team and Activate Learning.

How do we support pupils with SEN to improve their emotional and social development?

All students have access to:

- A Key worker
- Tutor time
- Breakfast club
- Supervised games and activities during unstructured times
- Reward sessions: enrichment and activities
- Individual rewards strategies
- Access to resources to promote Emotional Literacy and Social Skills.
- A mentor is available when pupils require access to further emotional support. (Reading Football Club Community Trust)
- A safeguarding team who will work with the young person, families and relevant agencies to support the young person.

The school has a strict anti-bullying policy. All incidences of bullying are recorded on the school's behaviour system and keyworkers, Behaviour managers and Senior Leadership Team work with any repeat offenders to develop their understanding of what bullying is and how it affects others.

What expertise and training do our staff have to support students with SEN?

Whole School Training

- PREVENT training - May 2017
- Introduction to Safeguarding - May 2017
- June 2017 – Team Teach training (2 days)
- Safer Recruitment with the NSPPC – June 2017
- Designated Safeguarding Officer training (Three staff) - June 2017
- School Link Project run by Educational Psychology Team "Psychological Perspectives in Education & Primary Care" - September 2017
- Universal Training -Safeguarding Children (Reading Local Safeguarding Children Board) - September 2017
- Autism Training (Educational Psychologist) (Twilight) - September 2017
- Keeping children safe online by NSPCC and CEOP (Child Exploitation Online Protection Centre) - October 2017
- Anxiety Module - October 2017
- Evolve Training with Mike Cooper (Twilight) - October 2017
- Health and Safety level 1 and level 2 - November 2017

PHOENIX COLLEGE

Autism workshops

1. Top 10 tips for supporting autism
2. What makes a good social story?
3. Differentiating for uniqueness
4. Autism and mental health

Individual expertise – Staff qualifications

Advanced Diploma in Special Educational Needs
Certificate for teachers of learners with Specific Learning Difficulties (SpLD)
Elklan: Trainer's course – speech & language support for 11-16's
Art Therapy training for art teacher
Drama therapy training for Performing Arts teacher
SEBDA qualification
All teachers are qualified / QTS
First Aid qualifications

How will we secure specialist expertise?

Where a need has been identified the school will seek external advice such as:

- The Schools Link Project
- Educational Psychologist
- Thames Valley School
- Team Teach
- CAMHs
- Outreach advice from specialist schools and agencies.
- Social Care – Single Point of Access
- LADO
- Other medical professionals such as the school nurse.
- Reading Football Club Community Trust
- YOS
- Thames Valley Police
- Activate Learning

All identified gaps in school expertise will be supported by the school's ongoing CPD programme and appraisal system.

How will we secure equipment and facilities to support pupils with SEN?

The SEN budget is used to secure supporting resources which include:

A resource library for staff use in the staff room

The differentiated curriculum is funded by the school to ensure all pupils are able to access and engage in a variety of learning opportunities.

This will be funded by the school from the pupils' allocated budget.

We are currently working on developing a Sensory Room and Occupational Therapy Room.

We already have in place a Quiet Room and a Relaxation Room and a Therapy Room.

PHOENIX COLLEGE

How do we involve other organisations in meeting the needs of students with SEN and supporting their families?

Once a need for further organisational involvement has been identified the school's Designated Safeguarding Lead (DSL), SENCo, and Assistant Head of Curriculum or Outreach Team will direct the relevant application paperwork to be completed and the relevant service will be sourced.

Once work has begun the progress made will be evaluated and continuously reviewed to ensure the best outcomes for the young person.

Where there is need for a longer piece of work or a service provides continuous involvement, such as CAMHs, they will be asked to create a report which will regularly update staff of the pupil's progress and any changes in treatment plans.

Where appropriate, for services such as external provision, school will request an update of progress at least termly so that parents can be informed of the impact of the provision.

These services will be asked to attend or provide a report for the yearly Annual review process and this will feed into the outcomes and provisions for their EHCP needs.

How do we evaluate the effectiveness of our SEN provision?

Our provision is evaluated through:

- Behaviour watch to monitor progress against individual behaviour targets
- Curriculum assessment and student progress meetings.
- Weekly keyworker evaluations
- Parents Evenings
- Parent and pupil view forms and individual target setting
- Evaluation of provision within provision maps
- Annual Review programme
- Peer and self-assessment
- Learning Walks and Pupils observations

How do we handle complaints from parents of children with SEN about provision made at the school?

As a school we value the opinions and views of our parents and carers. Whilst we believe our staff work hard and make decisions to act in the best interests of our students, we are aware that there may be occasions when parents and carers may have concerns. Feedback, be it either positive or negative is helpful for future planning and we always welcome this in a positive manner.

The school operates an open door policy and so if a parent/carer wants to talk about a particular aspect of the school this option is available most days at short notice. It is likely that the Headteacher, Senior Assistant Headteacher, Assistant Headteacher or School Care Officer will be available to discuss any concerns or worries.

If a parent/carer is dissatisfied about the way their child is being treated, or by any actions or lack of action by the school, we aim to deal with complaints honestly, politely and in confidence. We will always investigate complaints thoroughly and fairly and as quickly as possible. The school will aim to keep parents/carers up to date with progress at each stage, will apologise when any mistake has been made and will let parents and carers know what

PHOENIX COLLEGE

will be done to address their concern. We hope that most complaints can be settled quickly and informally, either by putting matters right or by giving parents/carers an explanation. Where a parent/carer is not satisfied, the governors will address the complaint formally. Please see the school complaints procedure which can be found on the school's website.

Who can young people and parents contact if they have concerns?

The school operates an open door policy for parents, carers and other stakeholders.

Alongside the pupil's keyworker you may wish to contact:

Eleanor Hatchett –Headteacher

Scott Versace – Senior Assistant Headteacher

Chair of Governors – Deborah Edwards

The SEND team at Reading Borough Council

What support services are available to parents?

Parents have access to a number of services:

- **School nurse service:** attends school on a regular basis to meet with the Headteacher and identify any medical concerns and to carry out routine medical appointments. She also attends core group and case conferences as required.
- **Educational Psychologist:** can attend school on the request of the senior leadership team to provide advice and updated assessment on individual students.
- **Occupational Therapy service:** Some students have access to OT written into their statement or EHC plan. Where this is the case a therapist may come to school to work with an individual child or to liaise with staff to ensure that they are able to deliver a suitable programme for the child. Where it appears that a child may benefit from OT input the school is able to make a referral.
- **Virtual School:** for those students who are looked after a member of the Virtual School team may attend relevant meetings for specific students or liaise with the class teacher and senior staff to provide support and advice. This year we do not have any Students Looked After.
- **CAHMs:** This service treats emotional and behavioural problems in students and adolescents. Many of these services are provided through Child and Family Clinics. If a parent or carer thinks that this service could be of benefit then they are advised to contact their G.P and ask them to send a referral to the teams. The school is often contacted when this happens in order that it can provide further information about a child that might be of use. The school will liaise with CAMHs professionals as appropriate when a child is having CAHMs intervention.
- **Individual Therapeutic Support:** Sometimes students come to Phoenix College with existing therapeutic intervention in place. Where appropriate, this continues if the provision is cited on the child's statement or EHC plan. In addition to this the school considers offering individual therapeutic support for students on a needs-led basis and when in-house interventions are not as successful as anticipated. Previous therapeutic support (art and play therapy) has been provided during secondary transfer and for specific trauma related difficulties.
- **School Care Officer:** Phoenix College has a School Care Officer. She works closely with all allocated social workers by attending and hosting regular meetings such as core groups, PEP, CIN or TAC meetings. The school's DSL (or other relevant professionals) have

PHOENIX COLLEGE

frequent phone or e-mail correspondence to share information with these professionals and attends Child Protection Conferences.

Where can the LA's local offer be found? How have we contributed to it?

A link to Reading's Local Offer can be found on the school's website under the Quick Links tab.

"Reading's Local Offer helps you find information about local services, support, activities and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND).

For people who do not have access to the internet, this information can be found in a number of other ways. We offer a 9am-5pm telephone service 0118 9373777 (opt 2) You can also visit us at the Civic Centre.

Reading's Local Offer will continually grow over time to ensure it provides a genuinely valuable resource for our children, young people and their families. If you have any ideas on how we can together improve and enhance the Local Offer, we'd love to hear from you, at localoffer@reading.gov.uk"

The LA Local Offer: For more information about Reading's Local offer please visit <http://servicesguide.reading.gov.uk/kb5/reading/directory/localoffer.page?familychannel=3>