

Clifton Hill School's SEND Information Report

March 2020

Clifton Hill School is a Surrey maintained special school and will therefore follow guidance and advice from Surrey County Council. Services in other Local Authorities may have different processes to follow.

SEND Code of Practice

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or a disability which calls for special educational provision to be made for them. High quality of teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need an educational provision that is additional or different from this. This is special educational under Section 21 of the Children and Families Act 2014. We use their best endeavours to ensure that such a provision is made for those who need it. Special educational provision is underpinned by high quality teaching and learning.

Pupils' views – SEND Code of Practice 2014/Children and Families Act 2014

The views of pupils should be included in all discussions. This could be through involving the pupil in all or part of the discussions itself, or gathering their views as part of their presentation for their EHCP reviews. A young person may ask any family member or other advocate to support them in any way they wish, including filling in forms, attending meetings, making phone calls or helping them to make an important decision. The right for a young person to make their own decisions is subject to their capacity as set out in the Mental Capacity Act 2005. The underlying principles of the act is to ensure that those who lack capacity are empowered to make as many decisions for themselves as possible and that any decision made or action taken on their behalf is done so in their best interest.

Our Mission Statement at Clifton Hill School

Our students join us as children at the age of 11. When they leave us they are young adults and need to be ready to be happy, healthy and confident adults with purpose and drive. This is why we not only place emphasis on academic excellence but also on a values based curriculum and learning in order to promote emotional well-being, high expectations and positive attitudes for all our students, that will last into their next destination and throughout their lives.

We aim to promote a school ethos that is underpinned by core values that create a positive learning ethos that supports the development of the whole child within a happy and purposeful environment.

The values that we focus on are:

Happiness Confidence Companionship Ambition Curiosity

Clifton Hill is a special school for children and young people, between the ages of 11 and 19, who have severe learning difficulties or profound and multiple learning difficulties. Around a third of the students at Clifton Hill also have a diagnosis of autism. All the students who attend Clifton Hill have an Education, Health and Care Plan (EHCP) or are in the process of being assessed for an EHCP. Many of our students have additional sensory or physical impairments such as gross or fine motor difficulties, visual or hearing impairments.

SEND Information Report

1	How does Clifton Hill School know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	<p>All students attending the school have an Education Health and Care Plan (EHCP) which identifies the school as the most appropriate provision for the student. This also identifies the students primary needs and where appropriate any additional needs. The Annual EHCP Review ensures that the EHCP reflects the student's current needs and has the correct provision allocated to ensure those needs are met.</p> <p>The primary need of students attending Clifton Hill is severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD), many also have Autistic Spectrum Disorders (ASD).</p>
2	How will school staff support my child/young person?	<p>Every child at our school will have an EHCP. This document outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to meeting these needs.</p> <p>The EHCP plan co-ordinated by the class teacher alongside a member of the senior leadership team and the SENDco who oversee its implementation.</p> <p>The class teacher, in consultation with parents at the Annual EHCP Review meeting will set targets for your child and these will be outlined in their Individual Education Plan (IEP) which is shared with all the staff who are working with your child and with you as the parent/carer as well as with the child, where appropriate.</p> <p>These plans and student progress are evaluated termly and discussed with parent/ carers at individual progress meetings and where appropriate with the student concerned. If you have any concerns about the progress or attainment of your child you should in the first instance speak with the class teacher to discuss your concerns.</p> <ul style="list-style-type: none"> • The staff are well trained in appropriate strategies to address different areas of your child's development and that are proven to be successful with children and young people with severe learning difficulties, profound and multiple learning difficulties and autism. • We have high staffing ratios and small class sizes • Children and young people receive individual support but with challenge to be independent. • Each individual has an Individual Education Plan identifying priorities for learning and a Proactive Intervention Plan, which is aimed at helping them remain in a good level of arousal for learning.
3	How will the curriculum be matched to my child's needs?	<p>We use a number of different curricula dependent on the age and learning styles of the students in each school department. Each curriculum has a different aim to ensure students are being taught the correct subjects and areas for development to meet their learning needs at the right academic level and pace.</p> <ul style="list-style-type: none"> • Lower School curriculum (Y7-10) is a formal, subject specific curriculum that focuses on developing key skills in subjects such as maths and English and well as other foundation subjects. This ensures that academic skills are a priority while our students are young and maximises the linear progress they make in these subject areas. • Upper School curriculum (Y11-14) is formal and subject specific but with a greater focus on preparation for adulthood. There are two different curricula used in this department. One focuses on teaching new skills to students who continue to make rapid linear progress and the other is a more functional curriculum that teaches students to use and apply the skills they have already learned in a wider range of contexts and environments. This ensures that all our students in KS5 continue to make progress and supports them to take their learning outside of the classroom and really use it in their communities and in their everyday life.

		<ul style="list-style-type: none"> • Sensory school curriculum (Years 7-14) is an informal, non-subject specific curriculum that teaches the areas of development that are the most important to our pupils. These include, communication, personal and emotional development, cognition and physical development. This enables teachers to plan child centred learning opportunities that address the important skills our students need to master to be happy, healthy, independent adults.
4	<p>How will both you and I know how my young person is doing and how will you help me to support my child's young person's learning?</p>	<p>Clifton Hill values an open and honest relationship with all parents/carers as you know your child best. You will have daily contact from the class team via your child's home/school diary but you are also more than welcome to phone the school office and leave a message and the class teacher will get back to you as soon as they can. You can request appointments with the class teacher whenever you feel the need to.</p> <p>You will formally be invited to 3 parents' events over the year (Autumn, Spring and Summer) to discuss your child's progress through their curriculum and to agree their termly IEPs. Your child will have their EHCP Review meeting annually where you, your child, the class teacher, therapists, school nurse and a member of the school leadership team are invited to attend. This is led by a member of the school leadership team, usually your child's department lead. This is an opportunity to celebrate your child's progress and achievements against their learning outcomes as agreed at their previous review meeting. Before the EHCP meeting you will be sent a report from the class teacher and reports from any therapy your child is receiving. The class teacher's report will include an evaluation of your child's outcomes and the progress and achievements in these.</p> <p>At the end of each academic year you will receive your child's Record of Achievement which will demonstrate through pictures, photographs and witness statements the developmental and academic progress your child has made over the course of the year.</p>
5	<p>What support will there be for my child's/young person's overall well-being?</p>	<p>We are a values based school because we believe this is the best way to ensure positive long term mental health and well-being for our students. Our school values strive to instil positive qualities and attributes in our students that will support them as lifelong learners into their adult lives. All students have annual targets around our school values (confidence, ambition, companionship, curiosity and happiness) to support in areas they find the most challenging. These targets are reviewed termly during Pupil Progress Meetings. This ensures that any difficulties or areas for concerns can quickly be addresses and alternative provisions put in place.</p> <p>In addition to this:</p> <ul style="list-style-type: none"> • We are committed to multi-agency working to ensure that the needs of the whole child are met. • Students have a care plan which identifies their care and handling needs including personal care needs and the administration of medication when required. It also identifies emergency procedures to be followed. • Professionals from other agencies including physiotherapy, occupational therapy, speech and language therapy, health and CAMHS are involved with the school and provide support as appropriate. As well as supporting individual students these professionals advise staff around strategies and offer training. • Each class supports students to behave positively through Proactive Intervention Plans or Individual Behaviour Management plans these identify strategies to support learning, behaviour and wellbeing where appropriate. • We have trained Sleep Scotland sleep counsellors who offer advice for families that may require support with their child's sleeping patterns and routines. • Each class team ensures that the pastoral needs of students from across the school are met.

		<p>We also offer a number of well-being interventions for students including:</p> <ul style="list-style-type: none"> • Music therapy • Drawing and Talking therapy • Hydrotherapy • Rebound Therapy • Drama therapy
6	<p>What specialist services are available or accessed by the school?</p>	<p>There is a wide range of multidisciplinary staff working at Clifton Hill to support our pupils and their families. Some of these are employed by the school and others have their services commissioned by the Health or by Surrey County Council.</p> <p>Those employed by the school include:</p> <ul style="list-style-type: none"> • Music therapist – to support the emotional and social development of pupils • Music teacher – to develop pupils creative and expressive communication through music, singing and composition • Occupational Therapist – to provide universal occupational therapy to all students which particular focus of functional life skills and independence. • Swimming Instructor • Drama therapist- to support the emotional development of pupils <p>Those commissioned by health include:</p> <ul style="list-style-type: none"> • Occupational therapists – To ensure maximum independence for pupils and full access to the school curriculum. • Physiotherapists- To promote active movements and physical development for all pupils. • School nurse team – to monitor the ongoing health needs of the pupils at Clifton Hill • CAHMS <p>Those commissioned by the local authority include:</p> <ul style="list-style-type: none"> • Teachers for pupils with visual impairments • Teachers for pupils with hearing impairments • School transport staff • Local authority social workers • Educational Psychologist • Disabled Children’s Team • Speech and Language therapists- To develop students’ expressive and receptive understanding of language and social interaction.

<p>7</p>	<p>What training are the staff supporting children and young people with SEND had or having?</p>	<p>Up to date and relevant training is key to providing the correct support to our pupils at Clifton Hill School.</p> <p>All new and existing staff has a core of essential training they must receive when they begin working at Clifton Hill this includes:</p> <ul style="list-style-type: none"> • Manual handling training • Safeguarding and child protection training • MAPPA behaviour support training • Epilepsy management <p>Medical training is provided to specific groups to meet the needs of the pupils in their direct care, this includes:</p> <ul style="list-style-type: none"> • Gastrostomy training • Epilepsy management – student specific • Anaphylaxis training • Asthma training • Administering emergency medications • Oxygen management • Dysphagia training <p>In addition to these staff have training in a wide range of strategies designed to support students with severe learning difficulties, autism and profound and multiple learning difficulties. These include:</p> <ul style="list-style-type: none"> • Makaton • PECS • PODD • SCERTS • Attention Autism • Intensive Interaction • Clicker 7 • TEACCH
<p>8</p>	<p>How will my child/young person be included in activities outside the classroom including school trips?</p>	<p>Clifton Hill has four minibuses and all classes have regular, weekly access to the local community during which they have the opportunity to demonstrate their learning in different settings. These are all risk assessed and are fully supervised and supported by the school team.</p>

		<p>Very occasionally we have had children and young people who have found coping on activities outside the classroom difficult and too much to manage; where this is the case we have involved parents and discussed ways to address this. It usually involves small steps towards eventually re-joining these activities.</p> <p>The school runs a programme of overnight visits too which includes:</p> <ul style="list-style-type: none"> • KS3 trip to Hindleap Warren • Participation in the Duke of Edinburgh Award in Upper School • Participation in the Surrey Special School Annual Ski Trip • Sensory School trip to Hindleap Warren • Upper School trip to Isle of Wight for outdoor activities <p>In addition to this we also provide:</p> <ul style="list-style-type: none"> • For pupils that it is appropriate for, we have weekly integration at the local mainstream college, Nescott. • We also have work experience related learning provided by a wide range of local businesses and enterprises. • We run a community based learning partnership with the local council that promotes recycling and environmentalism. • Pupils swim in our local pools in both Oxsted and Tandridge, for those where a hydrotherapy pool would not be appropriate or necessary. • Sensory school pupils also integrate with Surrey Choices in Caterham, Reigate and Bletchingly to provide experience within the community at an appropriate level.
9	<p>How accessible is the school environment?</p>	<p>The site is a secure site and this is considered to be essential for the children and young people we are working with. Within this secure site we have developed ways to ensure that children and young people can continue to develop independence. For each individual it is identified which strategies, arrangements and resources they will need and monitoring of teaching identifies if these are in place and being delivered.</p> <p>Where pupils struggle with transitions and rooms or spaces, due to their anxieties, the staff will take the work to them in alternative spaces and work flexibly to ensure that lesson content is accessed.</p> <p>The school has a lift and evac chair to allow access to our first floor.</p>
10	<p>How will the school prepare my child when joining Clifton Hill School or transferring to another school/secondary school?</p>	<p>We work closely with parents and each individual to offer an appropriate programme for joining Clifton Hill. This can include the use of visits to the school for the pupil and parents, staff visiting or having meeting with pupil's current settings, a gradual integration programme or visual resources to help the child or young person to understand the changes that will be taking place.</p> <p>We liaise very closely with staff when receiving and transferring children to different schools, ensuring that all relevant paperwork is passed on and all needs are discussed and understood.</p> <p>Our Upper School pupils follow a curriculum that is designed to help the students to access the community more frequently and independently and visiting the possible next settings available for their future destinations so by the time that the students</p>

		<p>leave, both themselves and their familiar are aware of the possibilities and expectations of their next placements. Staff work very closely with parents to support them to make the appropriate decisions with/for their young person.</p> <p>We hold regular coffee mornings for parents of our pupils, and prospective parents are also invited to this. During these relevant strategies to help prepare your child for transitioning can be discussed and shared.</p>
11	<p>How are the school's resources allocated and matched to children's special educational need?</p>	<p>EHC Plans have funding attached to them that is relevant to your child. The amount of funding is decided by the Local Authority's SEN team and this is determined by the degree of need and following an assessment against learning, health and social care outcomes.</p> <p>The school has a Pupil Premium grant. This grant is available for pupils who are eligible to apply for Free School Meals, where a child is looked after by the local authority or adopted or where a child has a parent in the national forces. The grant was introduced to narrow the gap in attainment between pupils from lower income families and their wealthier peers. This budget can be used to provide support, materials or equipment for any students who qualify as above but is the school leadership team and governors who decide how best to use the grant's resources according to pupil need.</p> <p>In addition to the above:</p> <ul style="list-style-type: none"> ● All classes in Clifton Hill have the resources required for the specialist teaching strategies that we use. ● We have specialist subject classrooms and spaces including food technology, art room, library and a music room. ● We have a sensory light room, as well as leisure rooms and a hydrotherapy pool. ● Space for physical activities including a hall, playground, 2 sensory gardens and an outdoor gym.
12	<p>How is the decision made about what, how much support my child will receive?</p>	<p>Special educational provision is always underpinned by high quality teaching. Resources and support provision will be outlined in your child's EHC Plan and will be reviewed annually at their Annual Reviews. The school will be following Surrey's policy and guidance for personal budgets.</p> <p>We focus on the development of independence for our pupils at Clifton Hill. We have a high staff to pupil ratio which are used to ensure each individual is encouraged to be as independent as possible and support to extend their learning. Where it is considered to be appropriate we allocate a child with 1:1 staffing, this could be in the short term or for a longer period. Where a child has 1:1 staffing parents and carers are advised that, the member of staff working 1:1 will rotate within a class team in order to reduce overreliance on an adult.</p>
13	<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>When new pupils start at Clifton Hill, we have an assessment period where the class teacher and relevant therapists work with your child to set appropriate short term targets based on the long term targets that are stated in their EHCP documents. After a term, IEP targets are set and shared with the family.</p> <p>All pupils have their IEP targets reviewed termly.</p> <p>There are three IEP meetings held every academic year. IEP meetings focus on the progress their child is making and any areas of development that may be a cause for concern. IEP meetings are an opportunity for parents/carers and class teachers to discuss and plan future priority areas for children including any difficulties or concerns that parents may have at home.</p>

		<p>At the end of the academic year, parents will receive a report on their child’s progress. This will include copies of their reviewed IEPs, their EHCP review paperwork, pupil progress reports and photographic evidence of these as documented in our Module Write Ups.</p> <p>Parents meet with their child’s class teacher and a member of the Senior Leadership Team once a year to review their child’s EHCP. At this meeting a thorough and detailed report outlines pupil progress and attainment over the course of the academic year. Parents and school review the progress made towards annual targets and together plan priorities for the next year.</p> <p>For pupils transitioning between classes and Key Stages within the school- All transitions are well planned for throughout the school as pupils move from class to class and phase to phase. In July we hold a transition afternoon where pupils move up into their new class and spend the afternoon with their class teacher and team of special school support assistants who will work with them the following year.</p> <p>For pupils making the transition to other educational or community based learning- Clifton Hill provides education up until the age of 19. After which pupils will transition to another educational setting such as a college placement, or for our more sensory pupils, community based learning programmes. All of these transitions are discussed and planned for well in advance, with support from both the school and your child’s Local Authority. The pupil will be given opportunities to visit their new settings with support from familiar staff at Clifton Hill, and appropriate paperwork will be shared.</p> <p>Parents and families can also be involved in Clifton Hill School by:</p> <ul style="list-style-type: none"> • Attending school events: assemblies, performances, sports days • Joining the school PTA • Being a Parent Governor • Attending the parent support groups • Reading the information on the school website • Attending parents and families training, such as our Sleep Hygiene courses • Attending social events, such as the school quiz
14	<p>Who can I contact for further information?</p>	<p>You can contact the following for more information:</p> <ul style="list-style-type: none"> • Clifton Hill Tel. 01883347740 Website: www.clifton-hill.surrey.sch.uk Email: info@clifton-hill.surrey.sch.uk Headteacher: Lucy Wijsveld Assistant Headteachers: Sinead O’Connor and Jane Allen • For further information about Surrey’s Local Offer for SEND and the current changes: https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page

		<ul style="list-style-type: none"> • For further information about health provision for your child please contact your GP
15	<p>What can I do if I have a concern or a complaint about the service being delivered by the school?</p>	<p>The first point of contact would be with your child's class teacher to share your concerns. You could also arrange to meet with the Headteacher, or your child's Head of Department:</p> <ul style="list-style-type: none"> • Sensory School- Jane Allen • Lower School- Gill Berrigan • Upper School- Sinead O'Connor