

SEND Information Report 2020

<p>What types of SEND do we provide for?</p>	<p>Cygnnet Hospital Schools are independent special schools who provide education for students aged 12-18, who are admitted as inpatients to our CAMHS hospital services on either a voluntary basis, or as a result of detention under the Mental Health Act. All of our students have significant SEMH needs (social, emotional and mental health), and many will have additional needs including (but not restricted to) ASD (autistic spectrum disorder), ADHD (attention deficit hyperactivity disorder), sensory needs, social communication needs, learning difficulties, PTSD (post-traumatic stress disorder), dyslexia, visual stress and speech and language needs.</p> <p>We have 4 hospital school sites:</p> <ul style="list-style-type: none"> • Phoenix School of Therapeutic Education, Cygnnet Hospital Sheffield. • Excel and Exceed Centre, Cygnnet Hospital Bury • Knole Development Centre, Cygnnet Hospital Godden Green • Summit School, Cygnnet Joyce Parker Hospital, Coventry. (opening 2021)
<p>How do we identify and assess students with SEND?</p>	<p>Needs are identified and assessed in a variety of ways, including (but not restricted to):</p> <ul style="list-style-type: none"> • Liaison with the student's usual education provision • Liaison with the student's local authority, including sight of any EHCP plan or request for statutory assessment • Baseline assessment and identification of learning gaps • Word and comprehension reading assessments • Dyslexia and visual stress assessments • Cognitive assessments • SALT assessment (speech and language therapist) • Specialist clinical assessments
<p>Who is our SENCo (Special Educational Needs Coordinator)?</p>	<p>Our National SEND Case Coordinator is Rachel Rix. She can be contacted via the individual hospital school, or via email. rachelrix@cygnethealth.co.uk rachel.rix@nhs.net</p>
<p>What is our approach to teaching students with SEND?</p>	<p>Students are taught in small classes with a high ratio of supporting adults, including teachers, teaching assistants, higher level teaching assistants and healthcare support workers. Students with high levels of need may be in a smaller group with a higher support ratio, or may be taught in a one to one situation on the ward (where the presentation of the student restricts access to the school buildings)</p> <p>We use person centred approaches to teaching, so all work is highly differentiated and modified to meet student's needs. We</p>

	<p>use a range of strategies to meet students learning, communication, sensory and therapeutic needs. Cygnet schools also offer bespoke, time limited interventions for specific identified needs, such as social communication skills, social stories, reading support, and lego based therapy.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>We offer a three part curriculum delivery model.</p> <p>Curriculum Model A</p> <p>Our primary aim is to maintain and develop academic standards, enhancing and supporting current educational pathways and supporting National or Local accreditation streams.</p> <p>The curriculum is shaped with each student's community education provider, so that they are able to continue on their current pathway. In doing so, we minimise disruption to learning and maximise opportunities for students to reintegrate successfully. This means that each student has a bespoke curriculum plan, personalised to the most relevant areas of study. Where appropriate and whenever possible, students are taught in accordance with the national curriculum so they are well prepared to return to their community education provision. Should a young person be working at below grade 4 for English and Mathematics, all attempts to support improvements in this area will be offered.</p> <p><i>E.g. mirroring subjects and topics that their peers are studying in community school/college.</i></p> <p>Curriculum Model B</p> <p>This model aims to engage young people with area of specific interest that may not be covered above but, due to their personal circumstances e.g. are NEET or disengaged due to their mental health presentation and/or behavioural mind-set, will benefit them in terms of engagement with academic work. This model uses a personalised programme based on the subjects, skills and knowledge that expand on the personal interests of the learners. As a result of these programmes, students may achieve accredited certificates such as AQA unit awards, arts awards etc.</p> <p>When teachers plan lessons for students following this pathway, they will ensure that literacy and numeracy skills are addressed wherever possible:</p> <p><i>E.g. accessing a programme geared to potential future aspirations, enquiry based learning.</i></p> <p>Curriculum Model C</p> <p>This model is aimed at young people who are acutely unwell. This model constitutes any educational activity that engages a young person in meaningful activities within school, with a primary focus on developing personal and social skills and mental health functioning in education. The intention would be for model C to be delivered throughout this period of presentation, with the subsequent aim of adopting model B or A.</p>

	<p>All students engage in a comprehensive PSHCE programme, encompassing statutory elements, and wide ranging SMSC opportunities</p> <p>All students have access to CIAG (careers information, advice and guidance) as required, supported by staff in the school and external specialist providers.</p>
How do we enable students with SEN to engage in activities with other students who do not have SEN?	<p>All Cygnet Hospital schools are in regular contact with the student's home school, and students are encouraged to continue to participate in school activities, work and events as and when they are able to do so (in terms of their health, and what is appropriate during their recovery)</p> <p>Students are also encouraged to participate in national events and competitions in line with their mainstream or special school peers.</p>
How do we consult parents of students with SEN and involve them in their child's education?	<p>Parents are invited to a weekly ward round, and a weekly report from education is shared through this forum.</p> <p>Every 6 weeks, a multi agency CPA meeting (care plan approach) is held with professionals, parents and carers and the student, to review progress and agreed the onward support needs for the individual in terms of both health and education. Parents and carers are encouraged to discuss education with their child during periods of leave and telephone/facetime calls, and to stay in contact with key staff at the home school. Parents and carers are encouraged to share their feedback through questionnaires and surveys at different points during the year. Many share their views by writing directly to the organisation or to the hospital, ward of school that supported their child.</p>
How do we consult students with SEN and involve them in their education?	<p>Students are encouraged to engage with their weekly ward round, and their CPA meetings. All students have opportunities to give feedback about different aspects of the school during their admission using student voice activities or student council activities both on ward, and within education. Some of our schools hold a termly 'review day', and all of our students are involved in setting and reviewing their targets within their own IEP (individual Education Plan) on a six weekly basis. For many students a personalised curriculum is developed based on their wishes and feelings, and on their future aspirations and plans.</p>
How do we assess and review students' progress towards their outcomes?	<p>Students' progress is reviewed through an accredited specialist recording and assessment programme QNIC-ERS. This allows for daily recording of targets and progress towards outcomes for academic learning, SEND outcomes (from EHC plans) and in progress in their MHFE (mental health functioning in education)</p>
How do we support students preparing for adulthood?	<p>Students are supported in education, and by their wider hospital teams, to learn and practice the skills for adulthood, including independent living. Through occupational therapy they are encouraged to learn about and cook a healthy diet, to take regular exercise, and to maintain their own appearance in terms of hygiene, washing clothing, bedding, and keeping their room orderly. PSHCE programmes including (but not limited to) an</p>

	<p>understanding of how the adult world systems function, including the law, parliament, healthcare, finance, relationships and parenting, contraception, rights and responsibilities.</p> <p>All students are supported with age appropriate CIAG (careers information, advice and guidance, provided by school staff and external specialist agencies. Students are involved and supported in their own discharge planning and transition back to school /college or an onward destination, to ensure that they have control and ownership of their own onward route</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>All students have access to a weekly timetable of sessions to support social, emotional and mental health needs, which is delivered by the hospitals psychology, occupational therapy and clinical teams. All of our students engage in our PSHCE programme, which is a needs-led programme of learning where young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole-school approach, PSHCE education develops qualities and attributes pupils need in order to thrive in society as individuals, family members and members of society. The PSHCE curriculum makes a significant contribution to the company-wide aims of providing patients with the knowledge and confidence to improve their wellbeing while they are hospital and also following discharge. Our PSHCE programme of study integrates, but is not limited to, statutory content and Ofsted requirements.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>There is a highly skilled workforce that consist of a range of professionals including teachers, Higher Level Teaching Assistants (HLTA), Teaching Assistants (TA), therapists and instructors. An in-house training programme ensures that all staff have the skills to ensure that a wide variety of SEND needs can be met through quality first teaching and differentiation, and further specialist training is identified and provided based on the specific needs of our students at the time.</p> <p>Teachers work closely with other professional such Speech and Language Therapists (SALT) and Occupational therapists who provide support and guidance to school staff.</p> <p>Knowledge, skills and practice is shared within the four schools and the company has an extensive annual training and appraisal programme, which ensures that staff engage effectively with personal learning and development activities and targets.</p> <p>There are trained safeguarding officers on all sites to ensure that pupils are effectively protected from harm. These staff ensure all other staff are aware of their duty of care to keep children safe.</p>
<p>How do we secure specialist expertise?</p>	<p>We liaise closely with the local authority from where the child originates, and will make appropriate referrals to support the child's needs. This may include requesting or supporting a request for statutory assessment for EHCP, or requesting other specialist assessments such as speech and language and ASD</p> <p>Some of these specialist services visit the students, and are involved in the Care Plan Approach (CPA) and in annual reviews of EHCP (Education, Health and Care Plans)</p>

<p>How will we secure equipment and facilities to support students with SEN?</p>	<p>The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the students. Some highly specialised resources may be requested through other agencies and local authority bodies, or through EHCP higher needs funding.</p>
<p>How do we involve other organisations in meeting the needs of students with SEN and supporting their families?</p>	<p>We work in a child centred way with a multidisciplinary hospital wide team to ensure that all community and education support is in place in preparation for discharge or transfer on to another facility. Detail about each student's individual needs is shared through a copy of the their SEN plan (or EHCP) detailing need, support strategies and individual intervention and support requirements, alongside copies of IEP's education and specialist reports as required by the individual. We signpost to other organisations to allow students and families to access additional support once discharged, including for access to community activities, transport and residential/housing support. We liaise directly with colleges and post 16 education providers to support applications, interviews and transition arrangements, supporting the young person through each stage of this process.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The school evaluates and monitors its own effectiveness through a variety of processes. Each head teacher reports on all aspects of the school to both the local and national governing boards (locally 3 times a year, and nationally twice a year), and members of those boards independently monitor and test out the information they have been given.</p> <p>The school uses cross site and external monitoring at each site twice a year, to provide governors with an independent view of the school and the head teacher's performance.</p> <p>Teaching and Learning is subject to half termly QA (Quality Assurance) processes, with a specific focus on SEND routines, and strategies twice a year, led by the schools' Head of Education, and the National SENCO.</p> <p>Head teachers are involved in QA routines outside of their own school at regular intervals during the year, and act as a 'critical friend' for another head teacher.</p> <p>The school is subject to an Independent Schools Ofsted Inspection according to the current inspection cycle, and the school is visited as part of the CQC hospital inspection cycle (Quality Care Commission)</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either the class teacher or the head teacher. If the complaint is unable to be resolved then it will be directed to the head of education and the local governing board. If a concern unresolved, or is of a more formal nature then the parent would be directed to the Complaints procedure which is found on the school website.</p> <p>https://www.cygnethealth.co.uk/content/uploads/2020/02/CPF-6.04-CH-20-Listening-to-service-users-complaints.pdf</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Students may raise a concern with their healthcare assistant, a TA or HLTA, their teacher or indeed any teacher with whom they have a trusted relationship. They can of course take their concern directly to the head teacher. Parents and carers are</p>

	encouraged to raise any concerns regularly through their child's multi agency ward round meeting, which is attended by an education representative.
What support services are available to parents?	Parents are supported by the multi-agency team within the hospital, and can be signposted to appropriate services within their locality, such as those within the local offer and universal services. Support and advice can be provided for EHCP applications and annual reviews, and for accessing specialist SEN assessments. Where an EHCP is not in place, parents and carers can be supported to discuss and plan for their child's SEN support needs with their school, prior to transition, in order to support a smooth return to school at the point of discharge.
Where can the LA's local offer be found?	Sheffield Local Offer (Cygnet Sheffield) Bury Local Offer (Cygnet Bury) Kent Local Offer (Cygnet Godden Green) Coventry (Cygnet Joyce Parker)