

Draycott Moor College
SEND INFORMATION REPORT
APRIL 2024

Review: Annually

Draycott Moor College is a specialist SEN school in the Stoke on Trent area providing education for pupils from Year 7 to Sixth Form. The school is part of the Horizon Group of schools.

SEN Provision at Draycott Moor College

Draycott Moor currently provides a curriculum that differs from mainstream schools, focusing on the need for support through communication, speaking, listening and reading as the core of the curriculum offer. We provide a range of supplementary support and differentiated provision for a range of educational needs such as:

- Communication and interaction difficulties, for example, autistic spectrum condition and students with speech and language difficulties, delayed speech or Auditory Processing Disorder.
- Cognition and learning difficulties, for example, dyslexia, dyspraxia moderate and multiple learning difficulties; gaps in learning due to lack of attendance and / or Covid 19 related educational disruption.
- Social, emotional, and mental health difficulties; attention deficit hyperactivity disorder (ADHD), Oppositional Defiance Disorder (ODD), Trauma and ACES.
- Sensory and or physical disability, for example, visual impairments, hearing impairments, processing difficulties, sensory processing issues (associated with ASD and ADHD).

Identifying students with SEN and assessing their needs

On entry to Draycott Moor, students complete Cognitive Ability Tests (CAT 4) and a reading test to identify those students who may require supplementary support during their time here. All pupils identified with poor reading will be given a phonics screening test to inform staff of their phonics stage prior to phonics teaching. These tests are evaluated, together with information from their previous school, including end of Key Stage outcomes. Teachers regularly assess students and feedback to SENCo where there are gaps in learning or dips in progress.

These assessments identify those students whose progress:

- Is significantly lower than those of their peers, starting from the same baseline
- Does not match or is better than the student's previous rate of progress
- Does not close the attainment gap between the student and their peers
- Widens the attainment gap.

We also work with pupils to assess their general profile of ability through the 7C's

Assessment Profile. We work to highlight a pupil's strengths and abilities, and use this to inform planning around their preferences for learning. The profiles link to targets that are then supported by teacher planning, social skills interventions or other forms of intervention that focus on needs outside of the classroom.

All pupils with an EHCP meet with the SENCo and parents/carers to discuss the type of support they feel works for them in school and to address any concerns or un-met needs.

Consulting and involving Students and Parents

Parents and Carers are consulted throughout the pupil's journey through school to assess any additional needs that may occur due to changes in circumstances. Any interventions that are being planned to support the pupil in achieving their targets are monitored and reviewed by SENCo and the Intervention Lead teacher after a six week period. Parents and carers are informed of any changes to the pupil's needs such as the requirement of a 1:1 support.

7C's Strength Based Framework

At Horizon we have adopted the 7 C's framework (© Judith Carter 2021) for students who have Special Educational Needs. This is a strengths-based framework which provides a shared language which helps to assess barriers to learning and identify current strengths focused on seven elements encompassing 49 themes within these.

The seven elements of the 7Cs are:

- Cognition
- Communication
- Compassion
- Control
- Co-ordination
- Creativity
- Curriculum

The 7C's portfolio is completed at the beginning of the academic year and will guide our young people to identify their strengths and areas for development. The areas for development will frame the goals set within the action plan. The 7C's portfolio and action plan will integrate with the needs specified within a young person's EHCP. Together these documents will assist the SENCo to populate the Individual Classroom Plan that will support young people to achieve their goals.

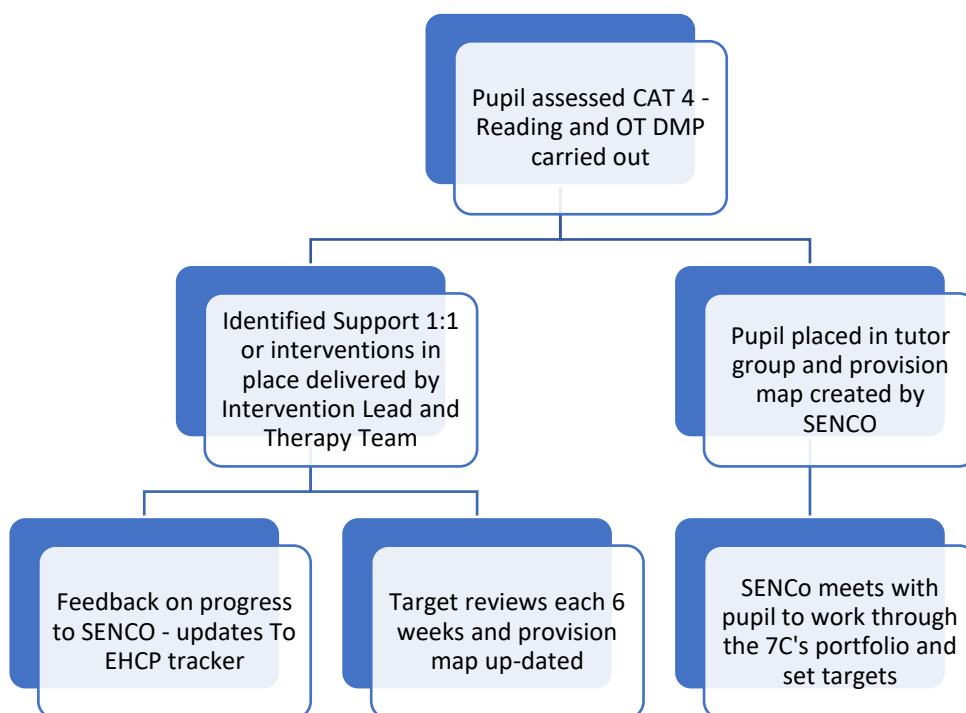
Assessing and reviewing students' progress

We follow the graduated approach and the four-part cycle of **assess, plan, do,**

review. Student progress is monitored regularly and formally every term. Targets are set, based on the 7C's profile, and each pupil works towards an EHCP target each half term. The targets are reviewed at the end of the half term (or six weeks) and ragged as to progress. Targets are then re-set or amended, tracking of progress towards their EHCP targets takes place throughout the term and is recorded by SENCo where there are significant steps made. The staff team review the pupil targets and decide on next steps.

Progress is measured against individual subject criteria and teachers for those subjects maintain tracking of progress against the objectives of the course. Teachers work with SENCo to identify those pupils whose progress is slow, or who may need additional support to reach target levels.

Figure 1 – Assessment Framework Flow Chart



Support from the therapy team within school

We follow a three wave approach to support and identification of needs for short-term interventions, adaptations for learning and screening for any previously unidentified issues that impact on learning and that require additional support or specialist input.

Draycott Moor College work with a team of therapist who specialise in Occupational Therapy, Dance Movement Psychotherapy and Speech and Language Therapy. The team provide screening for all pupils and identify needs for further support through

the screening. The team then work with a group or 1:1 towards a specific target which is reviewed at the end of the cycle of intervention. The team also provide strategies and procedures that staff in school can use. These strategies include:

- Sensory circuits and sensory awareness in classrooms
- Movement breaks and specially designed physical activities
- Whole school approaches to communication and supporting speech and language needs

Our approach to teaching students with Special Educational Needs

Draycott Moor College acknowledges that our pupils have all had negative experiences in education and often have low self-esteem for learning, or avoidant practices that impact on their identity as a good learner. We aim to provide a school setting that looks different, applies different expectations for how the work is done, and focuses on the strengths of the individual not just their needs.

Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students in line with the system of student profiles and the teacher's knowledge of the students. The curriculum is adapted to ensure that all students have equal access to a broad and balanced curriculum. The SENCo, Curriculum Deputy Head and Pastoral Lead work together to review and monitor progress of learners and provide feedback to teachers on new strategies to use, or adaptations to teaching and learning that need to be made. Additionally, the pastoral lead will inform on strategies to use in class to maintain a pupils' focus, engagement and behaviour for learning. Our curriculum is based on the needs of pupils for communication and language. The majority of our pupils have delayed skills in these areas; our curriculum focuses on supporting conversational skills through modelling, we provide phonics at every level to improve the reading capabilities of all pupils. Staff adapt their resources to ensure all pupils can access the learning with adapted visual support, the use of word processing in place of writing or assessment through a range of different methods such as visual representation or verbal feedback.

From June 2024, the school will use a primary model for classroom organisation meaning a small group of students will be allocated to one main teacher and access specialist, enrichment and living skills lessons with other teaching staff. The classrooms are a base form room which is zoned to enable movement around the space in a more relaxed learning atmosphere.

We have an intervention lead teacher who provides short term, bespoke interventions on a range of needs:

- Reading and Spelling practice, phonics, handwriting, vocabulary learning
- Working Memory and Processing Speed interventions

- Communication and listening practices
- Early maths conceptual learning, using manipulatives and review of basic maths concepts such as division, addition, number bonds, times tables
- Social and Emotional interventions linked to tolerance of others, emotional language and managing emotions

Adaptations to the curriculum and learning environment

The school site benefits from a large outdoors area that is used for recreation, outdoor learning, horticulture, PE and Duke of Edinburgh Awards. The school is set in a small village and has a central tarmac courtyard and extensive fields and play area to the rear. We engage pupils in outdoor activities such as horticulture, play, football and cricket, games and walking. The environment provides us with space for pupils to use when feeling overwhelmed or dysregulated.

The emphasis is on practical and experiential learning; many of our pupils thrive best when given tasks that involve physical activity, and teachers are given training in approaching lessons with a practical element.

Many pupils are able to access the functional skills and GCSE level qualifications. All pupils have a core curriculum of English, Maths and Science. In addition they have Food Technology, Art and PE; we offer humanities and social skills, PSHE, ICT and Duke of Edinburgh. Some pupils access 1:1 learning in nail art or computer coding. We also provide some specialist PE activities such as mountain bike riding, climbing wall, walking or going to the gym.

We make it our priority to ensure that the curriculum is ambitious and accessible for all. Teachers are responsible for differentiating their teaching to enable full access and remove barriers to learning.

Teachers are required to adapt teaching methods according to the provision map for each pupil which includes the following:

Processing and Memory Needs:

Chunking, visual cues, verbal feedback, tick box planning, short tasks, practical learning

Communication and Language Needs:

Clear language, unambiguous statements for learning objectives, visual timetable and visual cues, scribing, word processing,

Sensory processing needs and sensory sensitivity

Reduced use of screens, alternative seating, noise cancelling ear buds or earphones, cushions, fidget toys, manipulatives for learning

Dyslexia, handwriting, reading and comprehension needs

Vocabulary lists and pre-teaching, phonic reading schemes and phonic awareness, word processing, writing frames

Dyspraxia and organisational issues

Post it notes, mini white boards for note taking, highlighting, mind maps, organisational structures provided for writing, writing frames

Additional support for learning

We work with the following agencies to provide support for students with SEND:

- Speech and Language Therapists on the Mabel Therapy platform
- Early Help
- Educational Psychologists
- Stoke on Trent SENMAS
- Staffordshire SEN team
- Child and Adolescent Mental Health Service (CAMHS)

Expertise and Training of Staff

All teachers are trained in SHINE (a therapeutic approach to interactions and support for pupils). Additionally teachers have CPD in supporting ASD, ADHD, ODD, Dyslexia, Dyspraxia, Processing Delay, Sensory Processing Disorders, Language Delay, Secondary Phonics and Therapeutic Teaching Skills. CPD is lead by Head Teacher and Assistant Head Teacher and SENCo. SENCo holds the NASENCO PG qualification.

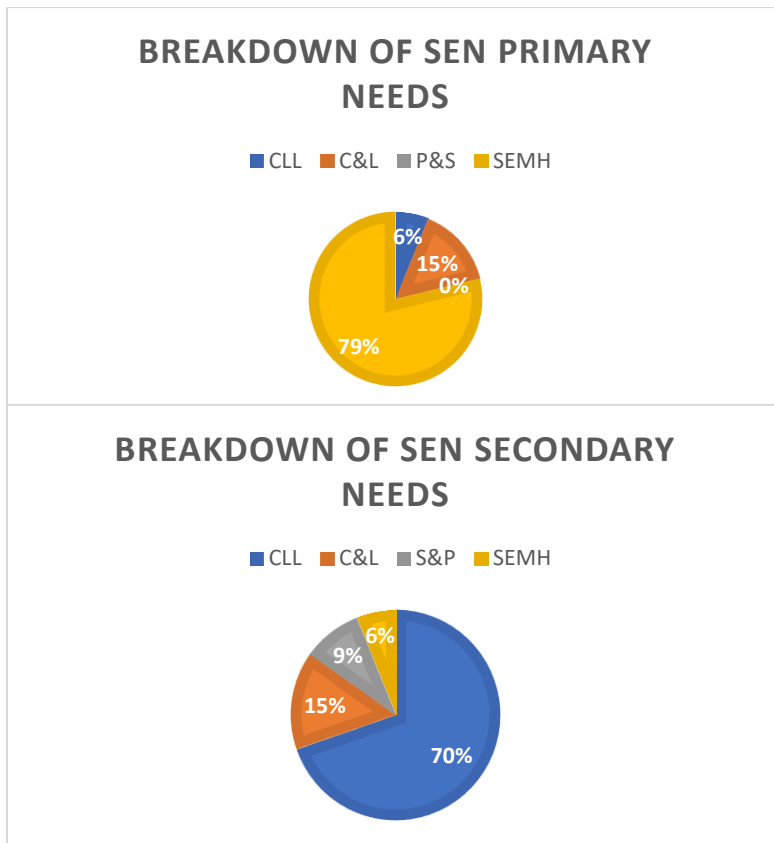
Breakdown of the Special Educational Needs within the school (April 2024)

CLL – communication language and literacy

C&L – cognition and learning

P&S – physical and sensory

SEMH – social emotional mental health



When this is broken down, primary need for 79% of our pupils is in SEMH. However, when looking at their secondary needs, including their profile of ASD and ODD or ADHD, their secondary needs are in the Communication, Language and Literacy areas of need 70%.

SEMH needs are supported through our universal provision, specialist therapeutic based support, interactions and teaching; the teaching and learning style and our pastoral support team. The Communication, Language and Literacy needs often lie at the heart of the behaviours and conduct seen in school, due to work avoidance, shame and lack of self esteem or the inability to express needs clearly and appropriately. As a response to this, we focus on the use of communication tools such as Secondary Phonics, Speaking and Listening activities, social activities and 1:1 speech and language support. The plan for September is that the timetable will be adapted for a focus on reading for pleasure, reading for information and building reading skills. In addition, classes will have a theme based curriculum that will support literacy and communication through all subjects.

Evaluating the effectiveness of SEN Provision

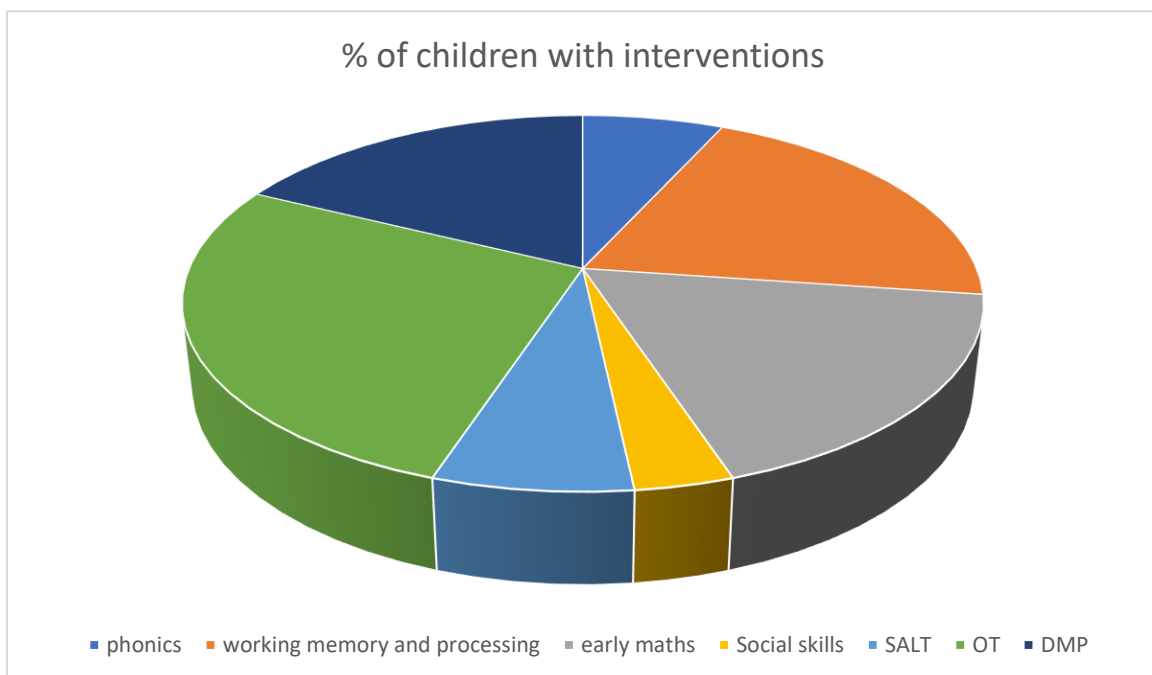
In Annual Reviews and interim Annual Reviews for students with an EHC plan, individual targets, and outcomes are closely monitored and reviewed via Provision Plans to ensure the short-term targets remain relevant and guide the students to

achieve their outcomes. The student takes an active role in creating these targets, and parents' /carers' views are sought at these meetings so that they feel involved in their child's education and can provide feedback on the provision the school is making for their needs.

Student voice plays an integral part in evaluating the effectiveness of SEND provision. Opportunities for students to do so include:

- Through regular monitoring activities conducted by the SENCo such as target tracking and reviews of 7C's profiles and up-dating their pupil profiles for both EHCP and PEP's each term.
- During the evaluation of the quality of education carried out by senior leaders
- During pupil voice sessions and surveys including Student Counsel
- Through six weekly reviews with Intervention Leads and Tutors with SENCo.

Interventions are evaluated on a regular basis through observations and the impact on outcomes. This includes support off site for pupils not accessing the full time school provision and for whom teachers go to their home to deliver core skills learning.



Reading age increase	1 pupil accessing reading books and progressing through phonics phases	1 pupil registered on the reading scale for the first time. 2 pupils increased reading ages by over 3 months in the term.
Working Memory	2 pupils given targets but	

	not met due to lack of engagement	
Social Skills	1 pupil progressed to a new class from the nurture group with support maintained for a further 6 weeks to maintain progress.	
Sensory Processing	8 pupils have had intervention or input into sensory circuits. All pupils showing improved regulation, improved rewards points and ability to do the regulatory circuits when needed.	1 pupil newly assessed and working 1:1 with OT.
SALT	2 pupils referred and put on the waiting list for SALT via the Mabel Therapeutics Platform.	
DMP	3 pupils working with therapist around identified needs – assessment just taken place so no data until June 24.	

Working with students with SEND who are also Looked After (LAC)

For children who are Looked After, we will consult with the virtual school head and SENCo, as appropriate, for personalised support. We also liaise with the student's allocated social worker to ensure all the agencies work collaboratively to develop an appropriate support package for the student. We hold regular PEP meetings to identify current needs and set targets for pupils to progress in these areas.

We ensure Pupil Premium funding is used effectively to enable the child to meet their outcomes. The SENCo ensures that training and policies support Looked After children with their SEND. Additionally, funding is used to support staff training or to provide a range of alternative learning activities adapted to the needs of that child. PEP funding this year has provided the following:

- whole school staff to train in Secondary Phonics (April 24)

- 2 TA's on level 3 courses in supporting Education
- 1 TA on Therapeutic Approaches to Learning (April 24)
- Visits to off-site recreation venues such as Mountain Biking, Climbing Walls and places of historical interest to support social engagement
- Visit to local events such as food festival, museum and cinema
- Support for 2 pupils to attend an AP for Boxing
- Resources to enable staff to do Horizon Blocks
- Resources for sensory needs such as stretch fabric, rollers, yoga balls

Future spending:

- Outdoor learning space with covered area for outdoor classroom
- Outdoor PE equipment for gross motor skill development and fitness
- Changes to classroom design and equipment so support differentiated and sensory appropriate classroom learning

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students on what information will be shared as part of the transition. Where possible, EHCP annual reviews scheduled in Year 11 will involve a representative from the post-16 institution to which the student wishes to move. Regular contact is established and maintained with that institution, and any relevant information is shared. Students with SEND are supported with preparing for adulthood by regular contact with careers advisors, who have experience and knowledge of post-16 choices for students with SEND, for example, Supported Employment.

Support for improving Emotional and Social development

The SEND and Pastoral departments work closely together. Regular meetings are planned in which the needs of students with SEND and those students who are under review, are discussed.

There are several ways that Draycott Moor College supports the emotional and social development of students, including the following:

- SEN interventions with a focus on SEMH issues
- morning 'check-in' for all pupils with tutors, teachers and TA's prior to class commencement
- break time provision for identified students who need a quiet space
- lunch as a small group with two teachers supporting and leading conversation and interactions

- co-regulation space for pupils to be supported in becoming ready for learning
- access to 'time out' of class if feeling overwhelmed – supported by other staff outside of the classroom
- Pastoral support from Pastoral Lead, Deputy Head, TA's and tutors
- PACE approach to interactions and interventions
- School Psychotherapist

The school operates a 'no tolerance' approach to bullying and discrimination. This is in place to support all students, and to prepare them appropriately for a productive adulthood.

Co-regulation Space

Our school has a specially equipped co-regulation space in the centre of the building. The space is there for pupils who are working with staff to achieve a 'ready for learning' state through de-escalation techniques and support to bring them down; it is also, a space for pupils who are dis-engaged and need staff to bring them up to a place where they are ready for learning. The co-regulation room is designed to be a place for short term work with pupils who are in need of additional support before returning to the classroom. Our pastoral team, therapeutic team and TA's use the space, with the pupils, and carry out a number of interventions both pre-planned and responsive to need.

Working with other agencies

The SENCo works collaboratively with professionals involved in the provision of SEND support at the school. This includes attending PEP meetings, arranging the EHCP reviews, liaising with agencies with regard to support for pupils who are transitioning, re-integrating or being moved out of area (if they are LAC). SENCO ensures there is a holistic approach to the decision making that keeps the students' best interests in the fore.

Admissions

We abide by the SEN Code of Practice. Please consult the school's Admissions Policy.

Complaints about SEN provision

All pupils have SEN in our setting, therefore any complaints or issues regarding specifically to the SEN provision, parents are directed to speak to SENCo or Head Teacher. We will follow our complaints procedure and work with families to ensure we can resolve the issue within the best interests of the child.

Contact details

SENCo: Meg Cooke meg.cooke@horizoncare.co.uk

Head Teacher: Nick Brennan nick.brennan@horizoncare.co