

# SUNNYDOWN SCHOOL

Portley House, 152 Whyteleafe Road, Caterham, Surrey, CR3 5ED

t. 01883 342281 / 346502 f. 01883 341342

e. office@sunnydown.surrey.sch.uk

www.sunnydown.surrey.sch.uk

Headteacher Mr Paul Jensen B.Ed Grad Dip (SEBD) NPQH



## Sunnydown SEN Information Report

Sunnydown School is a maintained Special secondary school for boys with Communication and Interaction difficulties (COIN). Students who attend the school have an EHC Plan (Education Health and Care Plan) outlining their needs in this area. The school complies with the requirements outlined in the Special Educational Needs Code of Practice (2014).

The school's mission is to transform lives and provide a unique learning experience for each pupil. Our core values are based on resilience, independence and co-operation.

In addition to Communication and Interaction, staff have been trained to be able to cater for students who may have difficulties with specific aspects of:

- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

The school has a PAN of 80 places which include provision for 23 weekly or part weekly boarders. To benefit from the provision and in line with Surrey's offer, the students should be able to access a mainstream curriculum that leads to GCSE exams and other alternatives at the end of Year 11.

Parents who consider Sunnydown to be the right school for their child are encouraged to attend Open Mornings before their son's Year 5 Review. Paperwork has to be submitted for early consideration by the COIN forums. It is these forums that suggest which students will benefit from Sunnydown's provision.

We adopt a graduated approach to meeting the needs of the students within the school. Our approach is in line with that outlined in the Special Educational Needs Code of Practice (2014) which is:

- Assess
- Plan
- Do
- Review

Our assessment cycles run on a half termly basis so that where there are concerns about the progress students are making, the appropriate action can be taken. Any action is then reviewed with appropriate adjustments to practice being taken so that students can engage and make expected progress.

The school has an SEN policy which can be found on the school website <http://www.sunnydown.surrey.sch.uk>

The first point of call for any parent concerned about their child's special educational needs is the school SENCO (Special Educational Needs Coordinator). She can be contacted on the school number 01883 342281.

### **Arrangements for consulting parents**

Should parents have any concerns, they are encouraged to contact the SENCO or the child's Form Tutor by either phone or email. Each student has a Home School Diary which is checked daily by the Form Tutor and taken into all lessons. Boarders also have a Home School Communication Book.

Parents are sent a weekly newsletter every Friday and this is also communicated by Parent mail.

The school has a regular reporting cycle - December and June - where parents are informed of progress. Following the report parents are invited into school to meet with subject teachers (January and July) to discuss progress. There is also a parents' evening in October for the new Year 7 students.

The Friends of Sunnydown is a parents group involved in a variety of aspects of school life including fundraising and a parent support group. We also have parent representatives on our Governing Body who act as critical support to the school including financial management, curriculum development and whole school improvement.

Parents of students who board have regular contact with the Heads of Care.

Other members of the Senior Management Team including the Headteacher and the Deputy Head, are also available to discuss any issues or concerns a parent may have.

### **Arrangements for consulting young people and involving them in their education**

Sunnydown has a School Council that includes representatives from each form and which meets weekly. The members of the school council are consulted regularly about important issues and can raise their own issues so that they have an opportunity to contribute to whole school life.

As students prepare for the Annual Review of their EHCP, they are given the opportunity to review their one page profiles which reflect their own views, hopes and aspirations. The 'my story' and 'my aspirations' sections are most commonly reviewed by families during the annual review process. From Year 9 they also complete the Transition Plan which helps them prepare for when they leave Sunnydown.

Students are also encouraged to participate fully in the review and setting of their targets in the classroom, boarding and whole school level.

The SENCO liaises with other staff in the school should there be concerns about progress or engagement. Following the sharing of information decisions are made as to the most appropriate type of support to put in place for the learner. The learner is fully involved in the drawing up of the details of the support. Measurement of success of the intervention is included in a costed provision map to demonstrate value for money.

The SENCO collates pupil information into a one page profile, allowing a systematic approach to sharing information with staff about students. Students also contribute to the creation of their own profiles.

### **Arrangements for assessing and reviewing progress**

In the core subjects a baseline assessment is recorded before the first two weeks of Year 7. In Foundation subjects a baseline is recorded within the first month. A more comprehensive set of assessments are carried out for Year 7 students who would benefit from receiving targeted interventions through learning support.

These results are used to project expected end of Key Stage 3 progress levels and expected GCSE grades. This data is monitored closely throughout a student's time at the school, to ensure they are on-track to achieve their expected levels of progress.

When needed, appropriate interventions are planned for and delivered. Individual students are included in this process should these interventions be necessary. The Assess, Plan, Do and Review model is built into our holistic way of working so that concerns are raised to help us ensure early identification and prompt intervention of difficulties.

We have an academic support team and a pastoral support team who work to develop the ability of our students to engage in their own learning and make appropriate progress both academically and emotionally.

In addition to academic progress, students are assessed using the Sunnydown RICE tool. This assesses the students' levels of Independence, Resilience, Co-operation, Interaction and Communication, Social, Emotional and Mental Health and Physical and Sensory needs. Parents, during their son's taster session, and the pupil's Junior school fill in a questionnaire. School staff consisting of the SENCO, Form Tutor and English Teacher



complete the same questionnaire within two weeks of the pupil starting. The results of the questionnaire are presented in graphical form. The information is shared with the Form Tutor and other staff to inform their planning. The results are also used to establish individual targets for the academic year. The questionnaire is also completed at the end of Years 7, 8 and 9 and information again shared with staff.

Areas for development are identified and are targeted in students' Individual Education Plans (IEP) and these are reviewed by teaching staff prior to the annual reviews.

In addition, the revised timetable which allows an alternative provision on a Friday, is designed to develop resilience, independence and co-operation.

### **Transition between stages**

We work closely with the local authority to ensure that students are offered a provision that meets their needs. Parents are encouraged to visit the school prior to the Year 5 Transition. Three Open Mornings are held in the first half of each term. Students are encouraged to access transition opportunities, such as visiting the school after a place has been offered and attending the Year 6 Induction Day. Specific arrangements can be put in place to meet individual needs.

Our SENCO will make every effort to attend the Year 6 Annual Review of new students. Should this not be possible she will visit the new student in their current setting.

Transition planning is a vital part of the review process from Year 9 onwards. All Year 10 students and parents/carers are encouraged to visit a range of colleges.

All students undertake a week of work experience usually just before or after the half term break in the Summer term in order to gain an understanding of the world of work and they access a curriculum that offers opportunities to develop independence and work skills.

Where students move on to another placement, their school records and examples of their work will be offered in order to make the transition as smooth as possible. For Year 11 students, special arrangements are put in place as part of the review process to facilitate a smooth transition to their next placement. The school has close links with a number of colleges and, with student permission, information is shared to allow a smooth transfer. Parents are encouraged to participate in every stage of the transition process by attending Parents consultation evenings and transfer information meetings as well as contributing to the EHC Plan.

Having established a career lead and team, Sunnydown continues to work with Surrey to provide opportunities and career paths, including working collaboratively with colleges.

### **Teaching approaches**

Staff are expected to make adaptations to their teaching to meet the needs of the students in their class. This may include differentiated work, differentiated questioning, an awareness of different learning styles and an awareness of the individual needs of the students. They are also expected to have comprehensive subject and exam specification knowledge as well as adhering to whole school expectations. Staff aim to provide a degree of consistency between lessons to reduce variability and lessen students' anxieties.

All lessons are expected to incorporate Learning Objectives referred to during the lessons, active learning, ongoing assessment and differentiated work.

In addition to the subject staff, the Form Tutor, SENCO and other members take a holistic approach to supporting students. All staff have access to a range of Quality First teaching material and a handbook to provide further explanation. This ensures that every class teacher can utilise strategies that will meet the individual needs of the students in the classes that they teach.



## **Adaptations to the curriculum**

Each child will follow the National Curriculum which is personalised to their needs and their learning will be differentiated to enable them to make progress. This may mean that in a lesson there will be several levels of work set for the class, sometimes at an individual level.

The level of support will depend on the child's needs; we adopt a graduated approach to meeting the needs of students so that students receive the appropriate level of support to ensure progress.

Sunnydown students are disapplied from the Modern Foreign Language component of the National Curriculum at Key stage 3.

In KS4, students follow an accreditation pathway which is appropriate for their ability. A range of GCSE subjects, Entry Levels, Functional Skills and a BTEC course are on offer to every student.

The curriculum, lesson planning and progress are monitored by the Senior Leadership Team.

The classrooms can be adapted to meet the sensory needs of individual students.

## **Expertise and training of staff**

All of our educational staff have had training in topics that are directly related to the needs of our students and undergo Continuing Professional Development (CPD). Some teachers, in addition to their teaching qualification, have a second specialist qualification which may be a diploma or a MA in Special Educational Needs.

Safeguarding training takes place half-termly for all staff and forms part of an extensive programme of training designed to keep the specialist skills necessary for working with students with special educational needs up-to-date.

Students who have further needs outlined in their EHC Plan will have the appropriate support from visiting agencies. Staff and parents can request reviews from the Speech and Language and Occupational Therapy services. The school also has access to our assigned Educational Psychologist.

All our staff receive training to support them to fulfil their roles. Teaching staff, teaching assistants and care staff have accessed targeted programmes of CPD to develop their skills which typically includes a range of specialist training, such as developing/refreshing subject knowledge, awareness of innovative practice, awareness of research findings and any other needs that are raised through our Appraisal system.

All staff receive Positive Options training in order to develop their behaviour management skills.

All care staff, on joining, enrol on a National induction programme and follow a Level 3 Diploma for students & Young People's Welfare.

Professionals from other agencies including Speech and Language therapy, Educational Psychology, hearing impairment, vision impairment and Occupational Therapy professionals visit the school on a regular basis. As well as supporting individual students, these professionals advise staff around strategies and offer training.

## **Evaluating effectiveness**

A significant amount of school resources are dedicated to providing small class sizes with appropriate levels of staffing. We believe that this creates an environment in which we can change lives and provide a unique journey for each young man in line with our mission statement.

Some of our students are entitled to receive the Pupil Premium and these monies are targeted to improve a range of activities that support the teaching and learning within the school. We produce a Pupil Premium impact report which outlines the way the money is utilised and the impact the interventions have to ensure progress.

All our classes are provided with resources to ensure the delivery of a personalised curriculum.



We review the needs of the students within the school and strive to put into place provisions in order to be able to cater for those needs.

The school is in the process of refining the way they monitor and report on Pupil Premium, identifying the differences in progress between specific groups and costed provision mapping. We are using a whole school provision management tool which illustrates where students are accessing provision/interventions and gauges the impact each intervention has had on the student.

### **Engagement with activities**

Our off-site visits are designed to enhance curricular and recreational opportunities for all our students and provide a wider range of experiences for our students than could not be provided on the school site alone, as well as promoting the independence of our students as students. These visits are an integral part of our Friday Curriculum.

We also afford students the opportunity to take part in a number of residential activities. These experiences add to Sunnydown's core values of independence, resilience and co-operation.

All visits and activities are risk assessed to ensure they are appropriate for individual students using the nationally recognised Evolve system.

Parents /carers take an active part in discussions around residential visits and these are discussed at parent meetings and trip information evenings.

In most cases staff will make an inspection visit to new establishments in order that our preparation for educational visits can be as student friendly as possible.

Residential students participate in regular out of school hours trips and activities.

Class trips are arranged to include all students. Staffing ratios are often increased to support individual students and to encourage their participation.

Participation in out-of-school activities is closely monitored by senior staff.

### **Emotional and Social Development**

The emotional and social development of the students is a major element of what Sunnydown provides for its students. All staff are committed to improving and maintaining self- confidence and self -esteem.

The school has a zero tolerance towards bullying and staff work to alleviate the causes of bullying as well as dealing with negative behaviours. The Pastoral support team employs a restorative approach to incidents and helps develop empathy and alternative perspectives. They are also instrumental in developing the school initiative of Mindfulness.

Social skills are taught explicitly and practiced in Year 7 and in other years where necessary. Individual, paired or small group sessions are run by the SENCO where needed and appropriate.

The PSHE programme within the school is designed to enhance emotional and social development.

Students are encouraged to share any concerns they may have. This is usually their form tutor within school or their key worker in boarding. Boarders also have access to a Students Advocate.

The Pastoral Team provides individual sessions for those identified as benefitting from such input. They also support individual students who may be experiencing temporary difficulties and work to facilitate a smooth return to class.



## **Involvement of other agencies**

In the school we have dedicated time from the following staff:

- Speech & Language Therapist
- Educational Psychologist

The SENCO works closely with these agencies to maximise the efficient use of the limited time available to the school.

In addition, we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of students' needs:

- Teacher for the Hearing impaired
- Surrey Virtual School
- CAMHS
- Occupational Health

Parents and students are always involved with these sessions.

We have a particular duty in ensuring that students in Care are given the appropriate support and care to help support their progress and engagement within the learning environment. A designated teacher meets with social services and the virtual school to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced half termly to help support the child develop holistically.

There is also the Special Educational Needs and Disability Information and Advice Support Service (SENDIASS) which can support parents should they have any concerns in relation to their child's education. [SSIASS@surreycc.gov.uk](mailto:SSIASS@surreycc.gov.uk)

Surrey also has a dedicated Local Offer website where parents can find information and support in relation to specific areas of need. The Surrey website is <https://www.surreysendlo.co.uk/>

## **Complaints with SEN Provision**

The form tutor is normally the first point of contact if a parent has a concern. If the issue cannot be resolved at this stage, the SENCO may become involved who will liaise closely with parents either by email, phone or in person.

Sunnydown has a policy for dealing with any Parental concerns (The Complaints Procedure) which is available on the website.

Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.

