

## SEN AUDIT OF STATUTORY DUTIES AND ASSOCIATED RESPONSIBILITIES

Including

**Special Educational Needs (Information) Regulations (2014) requirements**

This audit will help to provide evidence that the school is compliant with the statutory duties in the Children and Families Act/Code of Practice (2014)

|  |   |
|--|---|
| <b>School:</b><br><br>Ratcliffe Special School | <b>SEN Governor:</b><br><br>M Bruton<br>All Governors |
| <b>SENCO:</b><br><br>Janice Woodward           | <b>LA Support from:</b><br><br>Gillian Douglas.       |

- From 1 September 2014 as part of the new SEND Code of Practice (2014), schools have to publish information about SEND under the Special Educational Needs (Information) Regulations. Completion of the SEN Audit will help schools ensure that they are compliant with this requirement.
- The completed audit will be useful to share with Headteachers/SLT, Governors, Ofsted, School Improvement Partners, School Improvement Officers, SEN Advisers, EPs, SEN Support Services, Outreach providers and other partner agencies.

## Inclusion

### Distribution of Pupil's Primary needs at Ratcliffe School      November 2016

|               | <b>Pupils</b> | <b>SEBD</b> | <b>ADHD</b> | <b>ASC and ADHD</b> | <b>ASC</b>   | <b>PDA</b> | <b>Other</b>                            |
|---------------|---------------|-------------|-------------|---------------------|--------------|------------|---|
| <b>KS2</b>    | <b>15</b>     | <b>0</b>    | <b>0</b>    | <b>2</b>            | <b>12+2*</b> | <b>2</b>   | <b>1(si)</b>                            |
| <b>Yr 7</b>   | <b>12</b>     | <b>1</b>    | <b>0</b>    | <b>0</b>            | <b>10+2*</b> | <b>0</b>   | <b>0</b>                                |
| <b>Yr 8</b>   | <b>17</b>     | <b>0</b>    | <b>0</b>    | <b>1*</b>           | <b>14</b>    | <b>1</b>   | <b>0</b>                                |
| <b>Yr 9</b>   | <b>12</b>     | <b>0</b>    | <b>0</b>    | <b>0</b>            | <b>8+2*</b>  | <b>1</b>   | <b>1 (gd+mld))<br/>1(ASC<br/>+e999)</b> |
| <b>Yr 10</b>  | <b>20</b>     | <b>1</b>    | <b>3</b>    | <b>2</b>            | <b>8+4*</b>  | <b>1</b>   | <b>1 (cps)</b>                          |
| <b>Yr 11</b>  | <b>13</b>     | <b>0</b>    | <b>1*</b>   | <b>1</b>            | <b>7+2*</b>  | <b>0</b>   | <b>1(odd)<br/>1(acc),</b>               |
| <b>Totals</b> | <b>94</b>     | <b>2</b>    | <b>4</b>    | <b>6</b>            | <b>71</b>    | <b>5</b>   | <b>6</b>                                |

**Key: \* indicates an additional significant need alongside the need referred to in the table. This additional need is one or more of the following:**

**(e) = epilepsy, (e999)= Life threatening epilepsy (h) = heart problem, (cf) = Cranial Fusion, (gd) = Global Delay, (rad) = Reactive Attachment Disorder, (ptsd) = Post Traumatic Stress Disorder, (nvld) = Non-Verbal Learning Disorder, (cps) = Cleft Palate Syndrome, (odd) = Oppositional Defiance Disorder, (mld) = Mild Learning Difficulties, (APD) = Auditory Processing Disorder, (p) = Perthes' disease, (cd) = conduct disorder, (ad) = attachment disorder, (si) = sensory interpretation issues. (t) = Tourette Syndrome, (sm) = Selective Mutism, (acc) = Agenesis of the Corpus Callosum, (pda) = Pathological Demand Avoidance, (sld) = Severe Language Disorder, (AD) = Anxiety Disorder.**

**This table does not show additional mental health issues that have/are being investigated or that have/are being supported through CAMHS or other professional agency.**

## IDENTIFIED GROUPS OF PUPILS

Use to identify vulnerable groups of pupils, and record where SEN details overlap. You may wish to use the blank boxes to add to the categories, e.g. by adding other vulnerable groups relevant to your school, e.g. Services pupils, Pupils working on P scales, etc.

| <b>Need</b>   | <b>Total number in school</b> |  | <b>SEN/MSP Support</b> | <b>EHCP/Statement of SEN</b> |
|---|-------------------------------|--|------------------------|------------------------------|
| Pupil Premium (disadvantaged)   | 32                            |  | 32                     | 32                           |
| LAC (Looked After Children)   | 5                             |  | 5                      | 5                            |
| CP register (Child Protection register)                                 | 0                             |  | 0                      | 0                            |
| Children in Need (CIN)  | 4                             |  | 4                      | 4                            |
| EAL (English as an Additional Language)                                 |                               |  |                        |                              |
| Ethnic Minorities Traveller   | 1                             |  | 1                      | 1                            |
| Pupils out of Year group  | 0                             |  | 0                      | 0                            |
| Gifted, Able & Talented pupils  | TOP 10%                       |  |                        |                              |
| Poor attenders below 95%  | 0                             |  | 0                      | 0                            |
| Persistent Absentees below 85%  | 0                             |  | 0                      | 0                            |
| Number of pupils with medical needs (Health Care Plans/Toileting Plans) | 16                            |  | 16                     | 16                           |
| Service Children  | 0                             |  | 0                      | 0                            |

**Exclusions:**

For this Academic Year

|                                 | <b>Non-SEN Pupils</b> | <b>Pupils receiving SEN/MSP Support</b> | <b>Pupils with EHCPs/Statements</b> |
|---------------------------------|-----------------------|---|-------------------------------------|
| Number of Fixed term exclusions | 0                     | 0                                       | 6                                   |
| Number of Permanent exclusions  | 0                     | 0                                       | 0                                   |
| Number of Managed transfers     | 0                     | 0                                       | 0                                   |
| Number of Managed moves         | 0                     | 1                                       | 1                                   |
| Number on Part-time Timetables  | 0                     | 0                                       | 0                                   |

**OVERVIEW OF SYSTEMS, POLICY AND PRACTICE**

| <b>Standard</b>   | <b>Yes</b> | <b>No</b> | <b>In Part</b> | <b>Evidence</b>   |
|---|------------|-----------|----------------|---|
| <b>Quality of Teaching &amp; Learning</b>   |            |           |                |   |
| Detailed and appropriate provision mapping is in place for all areas of SEN and is up to date and provides information on the cost of support | x          |           |                | Provision mapping in place and identifies all areas of additional support provided by both the school and outside agencies. This includes:-<br>2 x Speech and Language Therapists<br>6 x THRIVE trained practitioners<br>1 x family liaison<br>1 x medications coordinator.<br>1x massage therapists 2 days per week.<br>1 x School Counsellor<br>1 x qualifies play therapist.2 x LINX coordinators – anger management |

|  |   |  |  |  |
|--|---|--|--|--|
|  |   |  |  | <p>External Support –<br/>Occupation Therapy support as required.<br/>RnB project for named students<br/>Equine Therapy<br/>Dartmoor Pony Therapy<br/>Transition support from the 0-25 team.<br/>Running Deer.</p>   |
| <p>The quality of teaching is regularly monitored to ensure pupils' needs are met, e.g. effective differentiation</p>        | x |  |  | <p>Lesson observations.<br/>Drop in sessions.<br/>Learning Walks<br/>Performance Management<br/>Governor visits.<br/>Governor Committees.<br/>All teaching and learning outcomes have been judged at least good. This has had a positive impact on outcomes for all children.<br/>All teachers are aware of the needs of their pupils and how to respond to them.<br/>Collaborative learning and peer support is actively encouraged across the teaching team.</p> |
| <p>Pupils with SEND are meaningfully involved in all aspects of school life alongside their peers</p>                        | x |  |  | <p>All children have equal access to a broad curriculum that allows for all identified areas of SEND.<br/>This includes learning beyond the classroom such as Running Deer, the RnB project, Equine Therapy, Riding sessions, College placements and work related learning.<br/>Bespoke timetables are arranged for those students who need additional support or interventions.</p>   |
| <p>Good transition arrangements are in place for all pupils with SEND and are tailored to the needs of individual pupils</p> | x |  |  | <p>The transition process is carefully considered on both admission to the school and transition to a new setting on leaving. We work with individual students taking their thoughts and views into consideration when organising the moves.<br/>Careers South West are actively involved in supporting students through their college choices. They also provide information for parents re transitions into adult learning.</p>                                  |
| <p>The quality of provision in place</p>   | x |  |  | <p>A clear and robust system to monitor progress is now in place that clearly</p>  |

|  |   |  |  |   |
|--|---|--|--|---|
| to meet pupils' needs is effective in promoting good or better progress for all pupils with SEND   |   |  |  | demonstrates individual progress across the curriculum. Classroom Monitor is used to monitor progress across the curriculum. The subject leaders for Literacy, Numeracy and Science cross reference outcomes for all children and look for areas for further development for individual students.<br>GCSE outcomes are good, if not better, for the majority of our students.   |
| Pupils with SEND have access to a broad and balanced curriculum  | x |  |  | Our 24 hour curriculum covers both academic and social and life skills development.<br>The LASSI enables learning to take place across the school day and into the evening. This includes working with parents, where appropriate, to establish routines and structures at home that have had a positive impact on social skills development. Our ethos being that everyone is an educator.<br>The school operates a Tri-Curriculum which is built around the needs of the individual. The main timetable is available for those children who are able to access all subject areas without any anxiety, Nurture bases are provided for those children who find the main access timetable difficult to manage.<br>The third layer is our vocational and therapeutic timetable that enhances the learning opportunities available to the children through an individual bespoke provision that meets their needs. The children can move across all these curricular areas at any time during their school career with us. This helps to aid transition and enables our gifted and talented children to access individual subjects where they excel in their learning. |
| There is a programme of staff development, linked to the School Development Plan, which reflects pupil needs and improves staff knowledge and skills of SEND | x |  |  | Staff development committee meet once per half term to discuss requests and links to school development. Priority is given to those GCSE subjects that are going through significant change with regards to the course work etc.<br>Staff feedback to the teaching team where appropriate.<br>Individual requests for self-improvement are also considered with a clear rationale for school improvement and student progress.<br>Training in house is linked to SEND development and school improvement.   |
| <b>Monitoring and Assessment of Pupil Progress</b>   |   |  |  |   |

|   |   |  |  |  |
|---|---|--|--|--|
| The school's data demonstrates that pupils with SEND make at least good progress  | x |  |  | Data analysis is robust and demonstrates learning outcomes clearly. The Assessment coordinator undertakes regular visits to class to observe or assess how assessment is being used to focus on learning and outcomes. Information is presented at Governors committee meetings and staff are held to account.   |
| Monitoring and tracking of intervention programmes demonstrates provision leads to positive pupil outcomes (i.e. attainment, progress, social, emotional development) | x |  |  | The English and Maths teachers identify those children who require individual intervention. The maths intervention is weekly and monitored by the Maths subject coordinator. All outcomes are shared with the teaching team and Governors. Impact on outcomes remains positive. Literacy intervention is daily for some students and weekly as appropriate. The outcomes are presented to the English teacher who shares this information with the teaching team. All staff are aware of each child's ability in both English and Maths. There is a tri-core approach through the middle leadership meetings to share information and identify where there are gaps in learning. |



|  |   |  |  |  |
|--|---|--|--|--|
| <b>Policies/Statutory Compliance</b>   |   |  |  |  |
| SEN policy is in place and reflects current practice and provision   | x |  |  | SEND policy is in place and is up to date. As a special school we adhere to the Code of Practice as our overall policy, with the school policy as being our local practice.  |
| SEND responsibilities under the Equality Act 2010 are in place   | x |  |  | Fully in place.  |
| SEN Governor is in place and has an overview of SEND provision   | x |  |  | Our Chair of Governors is the named SEND Governor. However, as a special school, all Governors are SEND Governors.   |
| SEN Information Report is published on the school website and is updated at least annually   | X |  |  | YES  |
| School website has a link to Devon's Local Offer website   | X |  |  | YES  |
| Where appropriate, risk assessments/Personal Emergency Evacuation Plans (PEEPs) are in place for pupils with SEND                            | x |  |  | All students have individual risk assessments. All risk assessments for activities and visits are through EVOLVE, which is monitored by Local Authority coordinators. There is an Educational Visits Coordinator in place for both Ratcliffe and Oaklands Park Schools.<br>The Evacuation plan is in place and staff are aware of the process. |
| School's SEN policy is embedded within the school's performance management, self-evaluation and improvement planning                         | x |  |  | Performance Management is rigorous and targets are set to ensure staff are held to account for student progress and achievement across both education and care.  |
| <b>Involvement of Parents, Carers and Pupils</b>   |   |  |  |  |
| Schools meet with parent/carers and pupils to discuss pupil progress, supporting strategies and responsibilities at least three times a year | x |  |  | Parents meetings are held twice a year and annual reviews once a year. Parents are able to request additional meetings as/if required. Coffee mornings enable parents to attend training sessions and information sessions as appropriate.   |
| Record of the outcomes, action and support agreed through parent/carer discussions is kept and shared with parents/carers                    | x |  |  | The Family Support Worker is the first port of call for families if additional support or advice is required. Parents also have the opportunity to discuss their thoughts and concerns at parent/teacher meetings as well as at the Person Centred Reviews.  |

|   |   |  |  |  |
|---|---|--|--|--|
| and appropriate school staff  |   |  |  | Parent comments are kept and shared with the appropriate staff or multi agency teams if required.  |
| Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of pupils with SEN and/or disabilities                                       | x |  |  | All of our work is based on a person centred approach.   |
| The voice of pupils with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being                                      | x |  |  | Our student booklets and questionnaires are completed once per term. The outcomes are analysed and used to inform practice. Student voice in the classroom enables teachers to plan and prepare lessons that challenge students learning and thinking in order that they make progress. Throughout Tri-Curriculum and therapy based programmes we concentrate on health and wellbeing as a priority for our students. Any issues or concerns are quickly raised and the appropriate support is sought. |
| Family leadership is encouraged and parents and carers are equal partners in securing their child's achievement, progress and well-being                                      | x |  |  | This is core to what we do. We endeavour to involve parents in al that we do. Parent voice is as important to us as the student voice. We work in partnership with the families to enable a carefully thought out transition to take place when coming to our school. We kkep[ parents informed about progress on a daily, weekly or monthly basis as appropriate or by request.   |
| SENCO is part of the SLT and works strategically with senior colleagues and governors   | x |  |  | The SENCO is an established member of the Senior team. She works withal staff to ensure children's needs are being met and looks for alternative solutions when required, if a child is at a point of crisis. Governors are fully informed of student interventions via the curriculum and Personnel meetigns.   |
| SENCO clearly demonstrates a role of leadership and professional challenge in supporting and promoting a culture of continuous professional development linked to improvement | x |  |  | This happens on a daily basis.   |
| SENCO promotes a whole school   |   |  |  | Again, on a daily basis. The SENCO also runs training sessions for staff   |

|  |  |  |  |   |
|--|--|--|--|---|
| culture of high expectations and best practice in teaching and learning to improve outcomes for pupils with SEN and/or disabilities                  |  |  |  | to further develop their understanding of the needs of the children. This enables staff to be fully prepared to deal with the complex nature of some of the needs presented here at our school.   |
| SENCO deploys and manages staff effectively to ensure the most efficient use of resources to improve progress of pupils with SEN and/or disabilities |  |  |  | The SENCO has full responsibility for the Teaching Assistant team, setting their timetables and activities to ensure that there is a positive impact on outcomes for our children.  |
| Strategic financial planning, budget management and use of resources are in line with best value principles  |  |  |  | The financial planning process is very robust with weekly analysis of figures, a carefully thought out and managed budget bidding system in place and Governors oversight of the budget occurs at our half termly Finance meetings.<br>Senior staff are held to account re the budget for the school and ensure that Pupil Premium is utilised to maximise potential and outcomes for the children. The Pupil Premium coordinator oversees the student progress in line with their expected and aspirational targets. |

|  |  |
|--|--|
| <b>Total income</b><br><b>Pupil Premium.</b> |  |
|--|--|

|  |  |  |
|--|--|--|
| <b>Total Expenditure</b><br><b>Total</b> |  |  |
|--|--|--|



