



Archers Brook SEMH Residential School

SEN Information Report 2024-2025

Contributing to the Cheshire West and Chester Local Offer

Introduction

Welcome to our SEN Information Report which is part of the Cheshire West and Chester (CWAC) offer for learners with Special Educational Needs (SEN). Especially those students with Social, Emotional and Mental Health (SEMH) needs and students with communication and interaction difficulties associated with Autistic Spectrum Conditions as well as an array of other needs.

Archers Brook SEMH Residential School is a special needs school where every child is valued and respected. We are committed to the inclusion, progress and independence of all students. We work to support our students to make progress in their learning, their emotional and social development, and their independence. We aim to create a learning environment which is of high quality but we also actively work to support the learning and needs of all members of our community.

Quality Teaching First

The Archers Brook staff strive to provide high quality teaching to all students. Teachers prepare lesson plans and schemes of work which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners in their classrooms (known as differentiation). Such in-class teaching may involve many adaptations and strategies, dependent upon the needs of the student. Staff are highly trained in the range of complex needs that students in the school have.

Tracking and Monitoring Progress

All staff are responsible for assessing, monitoring and tracking the progress of our students. Each student is regularly assessed in class in all subjects and all grades are recorded within the school system once per half term. Staff are responsible for setting each student achievable yet challenging target grades and having high expectations of progress. The Senior Leadership Team (SLT), Heads of Departments and the SENCo regularly check on the progress of students and raise a concern if students are not making expected progress. If students are not making expected progress then support and intervention will be planned using the graduated approach model as stated in the SEN Code of Practice 2014. Assessment data for Key Stage 4 is also triangulated with Fisher Family Trust.

Students with Education, Health and Care Plans or Statements (Wales Only)

The definition of a special educational need is '*where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support*'. (Definition taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Published June 2014 for Implementation September 2014.)

All students who attend Archers Brook have been directed by the Local Education Authority as the best specialist provision for that young person. They all have an EHCP

which sets out objectives or outcomes for each young person. Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons. SEMH is a very complex barrier to some students learning and therefore an in depth analysis for supporting the students is undertaken. This is with the support of the student, school staff, parents and external agencies to provide the best possible outcomes for that student. The SENCo and support staff will undertake a range of testing to inform the next steps forward.

Some students transitioning to Archers Brook have a range of complex special educational need and this information will have been passed on by their previous school and LEA.

If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENCO to share their concerns. The SENCO will then investigate further, as above.

All students who enter the school are monitored for a period of up to six weeks. Near the end of this period, they are assessed for their academic abilities and targets are set based on this. Each child is given development outcomes for each lesson. Every pupil has individual gain GOALS for each and every lesson and this information is then monitored at the end of the term to see sufficient progress that has been made.

Supporting SEN Students

Where a student is diagnosed with a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented, one-to-one or small group targeted intervention sessions with Nurture base staff, Learning Mentors, Focused Phonics Staff, the school Counsellor, the Play Therapist, the Holistic Therapist, in-class support, gardener, referrals to outside agencies, these may include Educational Psychologists, SALT Teams, School Health and Alternative Provision Teams.

Interventions follow a monitoring cycle involving: assess–plan-do-review. Interventions are based on a 6-week cycle but may have interim review after week 3. However, due to the complexities of students need some intervention will be more long term especially when supported through therapies.

Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme. Due to the nature of children's deep routed support needs with SEMH and ASC then progress is not always visible early, this will be taken into account and the individual's circumstances will support decisions on whether an intervention is working.

Parents/Carers of students with SEN will have regular meetings with school staff to discuss their child's progress, support needs and any concerns they may have. However, parents/carers are welcome to request a meeting or discussion with school staff at any time, including the SENCO, if they have any concerns.

Education, Health and Care Plans

Students with SEN who have Education, Health and Care Plans require and receive a higher level of support than other students and such support is co-ordinated by the SENCO. Their Health and Care Plan will be reviewed regularly, at least once per year, with the parent/carer, student and appropriate outside agencies. Should parents feel an interim review is needed then a meeting will be called at the earliest possible time for all parties.

Working with Outside Agencies

Where a student with SEN is not making progress and Senior Management at Archers Brook feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice.

Parent and Child Involvement

Archers Brook puts working with parents/carers and students at the centre of the school ethos. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEN are encouraged to express any concerns they may have to the SENCO, learning support assistants, their form tutor or any other member of staff with whom they feel comfortable to talk about their concerns. School uses the ClassDojo communication tool for regular contact with parents/carers.

Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENCO is always pleased to discuss any concerns involving SEN with parents and carers.

Equality (including accessibility)

'All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.' 'Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations' (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation September 2014.)

Archers Brook is an inclusive school and actively seeks to promote the inclusion of students with SEN and disabilities. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEN and disabled students to enable them to participate in all school trips and other out of class activities.

Students with SEN are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEN have been involved with the following clubs: lunchtime, music, sports clubs, open

evenings and charity events. SEN students have also participated in student panels for new members of staff.

Transition

At Archers Brook we understand that transition to a new school maybe a very distressing and anxious time. We are very experienced in supporting students with a range of complex needs to have a positive start to being educated and supported in their new school.

For Years 4/5/6 (going into the next year group) pupils we aim to:

1. Invite parents or guardians with the pupil to meet a senior member of staff to be given information and have a tour of the school.
2. Attend any meetings during the summer term for year 6 pupils coming to Archers Brook in September of that year so that information can be shared.
3. Invite new pupils to spend at least one taster day at Archers Brook where they follow a planned series of lessons, meeting other new pupils, key staff and peer mentors.
4. Share information in the new term about new pupils with all staff so that appropriate support and strategies are in place prior to them starting.
5. Provide a school prospectus with information about the school.
6. Ensure that their parents have regular contact about their child and also have the opportunity to attend our parenting group where topics about learning, special needs or any other topics are delivered and discussed.

For students entering the school at other points then an individual tailored transition will be undertaken with the support of previous schools, parents, the student and any external agencies that are involved with that student. Analysis of data collated will be reviewed at the end of a six week period; this then provides an updated profile of the pupil on entry and in the context of our school, we then can plan any formalised programmes of support using the assess-plan-do, review method of working.

Funding for SEN

Students who come to Archers Brook have different levels of funding which is linked to the resources an individual may need to ensure progress is made overtime. The school will monitor closely the impact that is being made to improve outcomes for each student in accordance with their statement or EHCP. Funding maybe used for a different range of resources including staffing, individual curricula material/SEN tools and interventions.

Students who are subject to a Personal Education Plan will be supported through intervention to improve educational outcomes. This will be discussed with the students and professionals involved with that young person and take place termly.

Key Staff

Archers Brook Senior Leadership Team – Responsible for monitoring the progress of all students and interventions for students requiring any additional support.

Headteacher	Mrs Myers-Whittaker
Deputy Head	Mr Hilditch
Assistant Heads	Mrs Frost and Mrs Taylor
Head of Care	Mr Dean
School Business Manager	Mrs Sedgwick
SENCo	Mr McCormick Responsible for implementation of the school's SEN policy, management of the day-to-day support, progress and inclusion of all students with SEN Liaison with parents, students and outside agencies, special exam access arrangements, providing support and training for all school staff on SEN needs and liaising with other schools.
Support Staff and Therapists	Working with SEN students both in-class and on intervention programmes.
KS2 Teacher/CPI Trainer	Mrs Birch
Literacy Specialist	Miss Harris
Family Liaison	Mrs Bool
Nurture Base	Mr Evans
Holistic Therapist	Mrs Gibbs
Counsellor	Mr Formstone-Roberts
Play Therapist	Ms Deane
SEN Governor	Mrs G Murphy