



St Mary
Magdalene
Academy

THE COURTYARD

**Special educational needs
(SEN) report
2015-2016**

SEN Report

Information, Guidance/Points of Contact

Points of contact for my child:

- **Key worker** - liaising with key staff about interventions needed. Responsibility for progress of year group.
- **Class Teacher** – monitoring progress of child within subject area
- **Headteacher/SENCo/Designated Safeguarding Officer** – Deborah Shepherd
- **Deputy Safeguarding Office/Deputy (Behaviour and Safety)** – Louise Norman
- **Safeguarding / Pupil Welfare Governor** – Jo Honigmann

School telephone number: 07940551400

School e-mail address: thecourtyard@smmacademy.org

Monitoring and Evaluation

The Courtyard monitors the progress of all pupils throughout the year. Class teachers are expected to identify pupils not making the expected progress and provide strategies to improve that progress. The Keyworker will regularly review this progress and track the pupil's movement towards to the outcomes. Their role is to also evaluate the impact of the interventions.

The Courtyard will report progress to parents formally, each half term.

Keyworkers are responsible for ensuring that parents are regularly informed of progress towards outcomes, daily if necessary.

If a pupil at The Courtyard is not making at least expected progress, additional support is provided through the pastoral system, academic intervention and also through the therapeutic route, as appropriate. Parents are consulted on all intervention strategies applied at The Courtyard.

The Education Health and Care Plans are referred to when creating any intervention strategies. The Pupil Passport and Individual Education Plan are updated and shared with the pupil, parents and staff.

Tests and Assessments: Access Arrangements

On entry into The Courtyard pupils are assessed to see if they require any additional access arrangements during formal assessments, which includes internal controlled assessments and external exams. This information is shared with the relevant examination boards and also the subject teachers. All pupils on roll are assessed to confirm their entitlement to extra time, a reader and a scribe. They also receive the additional benefit of sitting the exam away from the main examination hall, in a much smaller space (adhering to the external exam rules).

Access to the Curriculum

A highly personalised curriculum is offered to each pupil, so that they can develop the skills and knowledge necessary for success. The small school supportive setting and high staff ratio enables this.

The Courtyard offers a two tiered curriculum in English and Maths, either the GCSE courses or the Edexcel Functional Skills courses. These courses run alongside BTEC/Entry Level Science, Functional Skills ICT, BTEC Home Cooking, GCSE Citizenship, ASDAN PSD, SRE, reading support, art therapy and Self-Discovery. Support structures are provided for those pupils who are able to access GCSE or A Level qualifications in the SMMA mainstream setting.

Teaching staff are trained specifically to work with and ensure the academic, social and emotional progress of pupils with ASD. Lessons are planned and delivered to enable each child to achieve their potential.

Pupils are grouped carefully in order to maximise their learning opportunities. When assigning pupils to mainstream groups, attention is paid to previous academic performance, social and communication skills, areas of personal interest and also learning support need.

Literacy and numeracy skills are planned across curriculum areas. Additional support is given to those that fall below the baseline expected for their age.

Teaching and Learning

All staff are highly trained thus enabling pupils to learn both in the mainstream and in special classes. Teaching staff are trained to work with our pupils and plan lessons that enable each child to achieve their potential. Additional adults are used to help groups or individuals learn to learn independently.

Quality of Teaching and Learning is monitored formally on a termly basis and snapshots take each day by the Headteacher.

Behaviour and Safety

The responsibility for the overall Behaviour and Safety of the pupils at The Courtyard lies with the Headteacher. However day to day monitoring and promotion of positive behaviour is carried out by the Deputy (Behaviour and Safety). The Headteacher and Deputy operate an 'open door' policy to their office space, where pupils can seek advice, share their concerns or anxieties and discuss any others issues that might occur during the school day.

The school has a very clear policy on bullying which can be viewed on our website. Pupils can report concerns to their Guardian, Keyworker, Class teacher or any member of the SLT. They can also use the 'report bullying' page on the website. Breaks and lunch-times are supervised by trained staff and vulnerable groups are monitored at all times.

A pastoral support programme can be accessed by individuals who find developing their social, communication and language skills particularly challenging. The school also provides a therapeutic support programme, provided by external agencies on an individual assessment basis.

An extensive enrichment programme is supplied both at lunch-time and after school. The aim of this is to provide a supportive environment for pupils to develop their social interaction skills.

The PSD and self-discovery curriculum have a clear focus on 'preparation for adult life' thus developing the skills in the pupils to enable them to become active citizens within their community.

Pastoral Care

One of our primary aims is to ensure the welfare of every pupil. Each pupil at The Courtyard School has an Individual Education Plan which is written in collaboration with the school, parents/carers and the pupil, detailing how their emotional, social and education needs, described in their statement of Special Educational Needs or their Education and Health Care Plan (EHCP) will be met.

All pupils are allocated a key worker who meets with them regularly to talk about developments in their academic, personal and social lives. When appropriate, pupils are offered guidance and counselling to help them with all aspects of their school experience both academic and social. Any difficulties, whether they originate inside or outside The Courtyard, are tackled sympathetically and positively.

All pupils take part in Guardian time. This is a vertical structure, meaning that each group has members from across the year groups. The focus of these daily sessions is to develop the pupils social and communication skills.

The Courtyard School holds weekly assemblies where the focus is on the pupils' spiritual, moral, social and cultural (SMSC) development. Our aim is to support each pupil so they can develop the skills and knowledge necessary to live happy and fulfilling lives.

Accessibility to Premises and Facilities

The Courtyard is all on ground level and can therefore be accessed by all visitors.

The premises have secure access and visitors can be supported to access the building by The Courtyard staff, should they require.

St Mary Magdalene Academy building also has disability access and the use of a lift to all floors and therefore all rooms.

Accommodations will be made to the teaching space as is necessary for each individual case.

We adhere to the Equality Act 2010.

Safeguarding

The Courtyard works with the following external agencies:

- CAHMS
- Islington Educational Psychologists
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- A member of the school nursing team, Islington
- The Bridge School Outreach team
- Social care teams in surrounding boroughs
- SEN team in surrounding boroughs

All services are subject to referral from parent, Safeguarding Officer or SENCo. Written consent is always sought from the parents/carers before any assessment is made (unless an emergency safeguarding referral). Services assess the young person, work with the families and provide advice to The Courtyard on how to best support the pupil.

Transition

Pupils transition to the Courtyard occurs over a period of a month to ensure that any new pupil is as prepared as possible for their educational move to the school. This transition is personalised to the individual and involves the pupil, their families, their current educational provision, the LA and any external services working with the child.

Pupils transitioning to other educational providers would be supported to do so by the SENCo, with information on progress and attainment in all areas shared as appropriate.

Regular communication will take place with the parents/carers as necessary to enable the pupil to successfully transition to the school. Pupils who are transitioning to the mainstream subjects or moving between ability groups will be supported to do so successfully with support from the SENCo and the teaching assistant team.

Evaluating the provision

The effectiveness of the provision is evaluated using the following measures:

- Teacher's planning that reflects learning outcomes for SEN pupils.
- Review of IEP targets with parents/carers.
- Discussions on progress towards targets between Keyworker and pupils on a weekly basis.
- Progressed measured using an adapted version of the Raising Achievement programme.
- Feedback from external agencies
- Use of 'parent view' on the Ofsted website
- Monitoring and evaluation programme.
- Headteacher reports shared with the Governing Body.
- School self-evaluation
- External evaluations and inspections