

## SEN information report

Argyll House is a Special School that caters for students with an EHCP. Therefore, all policies and practice are in place for SEND students. Much of the assessment is done before students arrive and their placement is part of an annual review of their EHCP.

		RAG	Comment
1.	The kinds of special educational needs for which provision is made at the school.		Social, emotional and behavioural needs
2.	Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.		NA
3.	Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including: -		The SEN policy is on the website. All students have an EHCP
(a)	how the school evaluates the effectiveness of its provision for such pupils;		Regular review and development planning
(b)	the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;		The school conducts an annual review of each student's EHCP and constantly monitors and reviews progress against stated needs
(c)	the school's approach to teaching pupils with special educational needs;		Through using Individual Education Plans and using assessment to inform planning
(d)	how the school adapts the curriculum and learning environment for pupils with special educational needs;		As part of the EHCP review, the curriculum is discussed and then adapted to best meet the needs of each learner
(e)	additional support for learning that is available to pupils with special educational needs;		1:1 support, online learning resources, differentiated lessons and therapeutic support.
(f)	how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and		N/A – All have EHCPs

<b>(g)</b>	support that is available for improving the emotional, mental and social development of pupils with special educational needs.		Constant analysis of needs and liaison with Care, Social Workers and health professionals
<b>4.</b>	In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.		
<b>5.</b>	Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.		All staff trained in Proactive approach. Experienced team with many years of experience working with students with Social, Emotional and Behavioural Needs including Headteacher who has worked as SENDCO and Director of Inclusion in mainstream provision
<b>6.</b>	Information about how equipment and facilities to support children and young people with special educational needs will be secured.		Small classroom and enclosed, safe outdoor area. Outdoor activities off-site to provide enrichment and therapeutic activities
<b>7.</b>	The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.		Constant liaison with Social Workers, Local Authorities and parents, where appropriate and views of students sought within PEP and annual review framework
<b>8.</b>	The arrangements for consulting young people with special educational needs about, and involving them in, their education.		Through PEP, annual reviews and School Council
<b>9.</b>	Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.		Complaints policy in place
<b>10.</b>	How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils		Constant liaison with children's services and health professionals
<b>11.</b>	The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.		Through Social Workers.
<b>12.</b>	The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.		Use of specialist agencies to manage transition and other transition and careers work

13.	Information on where the local authority's local offer is published.		NA
-----	--	--	----

Special educational needs and disability code of practice: 0 to 25 years

Publishing information: SEN information report

Section		RAG	Comment
6.79	The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools <b>must</b> publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.		On website
6.79	The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.		Ongoing program of policy review and updates
6.80	The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.		Through Virtual Schools and PEP process
6.81	Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.		Due to low reading ages of some students, key information is always conveyed orally
6.81	It should also give details of the school's contribution to the Local Offer and <b>must</b> include information on where the local authority's Local Offer is published.		NA
6.82	In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.		Annual reviews consider Curriculum offer each student.