



Sheridan School

SEND Information Report

What types of SEN do we provide for?

SEMH (resilience, behavioural, anxiety and oppositional responses) In addition to this, the school also addresses complex needs such as attachment disorders, Foetal Alcohol Syndrome (FAS) and a range of conditions within the Autistic Spectrum.

Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?

SEND Manager for Secondary – Christine Carter
christinecarter@aspriscs.co.uk

SEND Manager for Primary – Lily Money
lilymoney@aspriscs.co.uk

01366 726040

What is our approach to teaching pupils with SEN?

The School is responsible for ensuring that students with EHC Plans receive their curriculum entitlement. Students requiring additional support with Literacy and Numeracy will have targeted learning plans including access to an intervention programme designed to increase their functioning levels. Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) define clear targets and goals at each stage of the programme to address individual needs as outlined in the Statement of Special Educational Need. Individual plans are reviewed every six weeks to ensure that progress is realised according to the individual's targets, with support being provided at every stage. The Statement of Special Educational Need/EHCP is reviewed annually with the local placing education authority.

How do we adapt the curriculum and learning environment?

How do we consult parents of pupils with SEN and involve them in their child's education?

Our focus is to support all learners to make gains in their learning. The school records each student's progress and achievements and will send regular progress reports to parents/carers. The school acknowledges achievements at all levels, whether in lessons or in particular activities or actions of the student and we will celebrate these events with parents/carers. Each student in the school will have a student file which provides parents/carers with information about their child's progress. If they are at all concerned about anything to do with their child in relation to his/her

	<p>progress then they are encouraged to contact the school. We seek to track and celebrate progress both in terms of academic subjects and in terms of personal development.</p> <p>The school will provide parents/carers with an annual written report of the progress and attainment of their child in the main subject areas taught, except where a parent has agreed otherwise.</p> <p>The School recognises the need for an education offering creative programmes for young people who require extra care and support in their pastoral and academic situations.</p>
<p>How do we assess and review pupils' progress towards their outcomes</p>	<p>Each student will be engaged in a personalised learning programme that is appropriate to their age and ability. Baseline assessments are used to formulate learning goals, interventions and a curriculum targeted to the needs of the individual. Literacy and Numeracy are at the core of the curriculum, alongside a highly engaging thematic curriculum that places learning in context and bridges subjects. For older learners there are opportunities to follow a range of formal qualifications and vocational experiences.</p> <p>Learner's progress and achievement are tracked on a half termly basis, resulting in either learning interventions to improve progress, or setting new goals to further raise achievement.</p>
<p>How do we support pupils preparing for adulthood</p>	<p>All Children enrolled at Sheridan School will engage with the PSHE curriculum, this will provide key stage appropriate learning on preparing for adulthood as they grow both physically and mentally. The PSHE curriculum is designed around the national curriculum expectations but also takes into account, some of our more individual learners who may require a different approach to some more sensitive subjects.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>All elements of this support is captured in the SEN Policy</p> <p>sen-policy.pdf (aspriscs.co.uk)</p>

What expertise and training do our staff have to support pupils with SEN?

Sheridan school works to develop new expertise reinforcing existing knowledge and skills. Training for staff can be accessed through a variety of ways including: (a) By attending external courses which have been identified as a training need through performance management or professional development systems (b) By attending college/school-based courses and training days which address the priorities identified in the College/School Improvement Plan (minimum of 5 INSET days per year) (c) By teachers from within the school/college and consultants from other schools/colleges, taking the role of mentors, coaches and leading teachers (d) Robust targets to improve performance, which are set as a result of school/college monitoring systems (e) Aspris Academy e-learning modules.

How will we secure specialist expertise?

Sheridan School has dedicated Staff that specialize in therapy interventions ranging from: Play therapy, occupational Therapy, Speech and Language therapy and Music therapy. The specialists provide interventions based upon the individual needs of the child and ensure that a consistent approach to supporting Pupils is in place.

How will we secure equipment and facilities to support pupils with SEN?

All students are allocated the resources they need to support their learning to include equipment, staffing and learning environment. Resources are matched to students' needs and their suitability is reviewed annually through the annual review process or as required. Curriculum subject resources enable all students to effectively access the curriculum. The school/college ensures that all students have equal access to the curriculum and that specialist facilities, equipment and links with outside agencies are used effectively to promote learning.

How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?

Individual Education Plans (IEPs) and Individual Behaviour Plans (IBPs) define clear targets and goals at each stage of the programme to address individual needs as outlined in the Statement of Special Educational Need. Individual plans are reviewed every six weeks to ensure that progress is realised according to the individual's targets, with support being provided at every stage. The Statement of Special Educational Need/EHCP is reviewed annually with the local placing education authority.

How do we evaluate the effectiveness of our SEN provision?

How do we handle complaints from parents of children with SEN about provision made at the school?

There will be times when students, parents, carers or placing authorities will want to give us feedback about our school and we will always be happy to hear from them. They can tell us what we are doing well or if we are not meeting expectations. They can contact the school via the details on the back of the prospectus or by contacting the school direct. Our Complaints Procedure is available should they wish to take their complaint further or they feel they cannot discuss the issue with the school.

Who can young people and parents contact if they have concerns?

In the first instance, the Pupils class Teacher.
Or
Phil Ringsell – PhilRingsell@aspriscs.co.uk
Christine Carter – ChristineCarter@aspriscs.co.uk
James Snelling – JamesSnelling@aspriscs.co.uk
Or
Gabrielle O’Meara (Operations Director) GabrielleOMeara@aspris.com

Further information

SEN policy - [sen-policy.pdf](#) (aspriscs.co.uk)

School website - Sheridan Residential School, Thetford | Autism & Aspergers, BESD | Aspris Children’s Services (aspriscs.co.uk)

Head Teacher – Phil Ringsell PhilRingsell@aspriscs.co.uk

Operations Director – Gabrielle O’Meara GabrielleOMeara@aspris.com