



SEND Annual Information Report 2022

An academy within:



“Learning together; to be the best we can be”



1. Context

1.1. Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

2. Legislation and guidance

2.1. This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

2.2. This policy also complies with our funding agreement and articles of association.

3. Definitions

3.1. A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

3.2. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools



3.3. Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

3.4. Kelford is an all age (2-19) school for children and young people with severe learning difficulties and complex special educational needs Kelford School serves a mainly urban catchment in South Yorkshire. There are high levels of social and economic disadvantage in South. The profile of our school community is as follows:

Year Group	Characteristics						
	No of Pupils	Male	Female	LAC	FSM/PP	EAL	BME
F2	7 (5.2%)	5 (5.6%)	2 (4.4%)	0	1 (1.9%)	1 (6.7%)	1 (4.5%)
Y1	4 (3%)	3 (3.3%)	1 (2.2%)	0	0	0	1 (4.5%)
Y2	13 (9.6%)	9 (10%)	4 (8.9%)	1 (10%)	7 (13.5%)	0	1 (4.5%)
Y3	9 (6.7%)	7 (7.8%)	2 (4.4%)	0	6 (11.5%)	0	0
Y4	7 (5.2%)	6 (6.7%)	1 (2.2%)	0	4 (7.7%)	1 (6.7%)	1 (4.5%)
Y5	11 (8.1%)	10 (11.1%)	1 (2.2%)	0	4 (7.7%)	0	1 (4.5%)
Y6	12 (8.9%)	8 (8.9%)	4 (8.9%)	0	9 (17.3%)	4 (26.7%)	4 (18.2%)
Y7	4 (3%)	1 (1.1%)	3 (6.7%)	0	2 (3.8%)	0	0
Y8	4 (3%)	2 (2.2%)	2 (4.4%)	0	3 (5.8%)	1 (6.7%)	2 (9.1%)
Y9	13 (9.6%)	10 (11.1%)	3 (6.4%)	1 (10%)	6 (11.5%)	2 (13.3%)	4 (18.2%)
Y10	6 (4.4%)	4 (4.4%)	2 (4.4%)	1 (10%)	0	1 (6.7%)	1 (4.5%)
Y11	7 (5.2%)	3 (3.3%)	4 (8.9%)	2 (20%)	0	3 (20%)	3 (13.6%)
Y12	18 (13.3%)	10 (11.1%)	8 (17.8%)	3 (30%)	3 (5.8%)	1 (6.7%)	1 (4.5%)
Y13	12 (8.9%)	9 (10%)	3 (6.4%)	2 (20%)	4 (7.7%)	1 (6.7%)	2 (9.1%)
Y14	8 (5.9%)	3 (3.3%)	5 (11.1%)	0	3 (5.8%)	0	0
Total	135	90	45	10	52	15	22

3.5. We are privileged to serve 136 amazing children and young people who are well-supported by hardworking and dedicated families.

3.6. An analysis of our pupils' primary needs shows that:

Primary Need	% of school population
Profound & Multiple Learning Difficulty	14.7%
Severe Learning Difficulty	22.2%
Specific Learning Difficulty	0.7%
Moderate Learning Difficulty	11.9%
Autistic Spectrum Disorder	39.3%



Primary Need	% of school population
Speech, Language or Communication Need	5.2%
Multi-Sensory Impairment	0.7%
Physical Disability	0.7%
Vision Impairment	1.5%
Other Difficulty/Disability	3.0%

3.7. Since the analysis below our student numbers have risen to 136. Many of our students have multiple diagnosis and the needs across the whole school are as follows:

Year Group	Characteristic: No of Pupils	Area of Need											
		PMLD	SLD	SpLD	MLD	ASD	SLCN	SEMH	Multi-Sensory Impairment	Physical Disability	Hearing Impairment	Vision Impairment	Other Difficulty / Disability
F2	7 (5.2%)	0	1 (2.5%)	0	3 (15.8%)	3 (5.3%)	1 (3%)	0	1 (20%)	0	0	1 (20%)	0
Y1	4 (3%)	1 (5%)	1 (2.5%)	1 (25%)	0	2 (3.5%)	0	0	0	0	0	0	0
Y2	13 (9.6%)	1 (5%)	3 (7.5%)	0	0	7 (12.3%)	1 (3%)	0	0	0	0	1 (20%)	1 (20%)
Y3	9 (6.7%)	1 (5%)	1 (2.5%)	0	0	5 (8.8%)	1 (3%)	0	0	0	0	1 (20%)	0
Y4	7 (5.2%)	2 (10%)	1 (2.5%)	0	0	3 (5.3%)	0	0	0	0	0	0	1 (20%)
Y5	11 (8.1%)	1 (5%)	1 (2.5%)	0	1 (5.3%)	6 (10.5%)	3 (9.1%)	1 (7.1%)	0	0	1 (50%)	1 (20%)	2 (40%)
Y6	12 (8.9%)	3 (15%)	7 (17.5%)	0	0	4 (7%)	2 (6.1%)	1 (7.1%)	1 (20%)	2 (28.6%)	0	0	0
Y7	4 (3%)	2 (10%)	0	0	1 (5.3%)	1 (1.8%)	4 (12.1%)	3 (21.4%)	1 (20%)	1 (14.3%)	1 (50%)	0	0
Y8	4 (3%)	0	4 (10%)	0	0	2 (3.5%)	2 (6.1%)	1 (7.1%)	0	0	0	0	0
Y9	13 (9.6%)	3 (15%)	4 (10%)	0	0	7 (12.3%)	3 (9.1%)	2 (14.3%)	0	2 (28.6%)	0	1 (20%)	1 (20%)
Y10	6 (4.4%)	0	3 (7.5%)	1 (25%)	1 (5.3%)	4 (7%)	3 (9.1%)	1 (7.1%)	0	0	0	0	0
Y11	7 (5.2%)	0	5 (12.5%)	0	1 (5.3%)	1 (1.8%)	3 (9.1%)	1 (7.1%)	1 (20%)	1 (14.3%)	0	0	0
Y12	18 (13.3%)	3 (15%)	5 (12.5%)	2 (50%)	2 (10.5%)	6 (10.5%)	5 (15.2%)	3 (21.4%)	0	0	0	0	0
Y13	12 (8.9%)	3 (15%)	2 (5%)	0	6 (31.6%)	4 (7%)	2 (6.1%)	1 (7.1%)	1 (20%)	0	0	0	0
Y14	8 (5.9%)	0	2 (5%)	0	4 (21.1%)	2 (3.5%)	3 (9.1%)	0	0	1 (14.3%)	0	0	0
Total	135	20	40	4	19	57	33	14	5	7	2	5	5

3.8. Mission

- Be proud; be the best you can be.

3.9. Vision

- We want our school to be a positive, ambitious, welcoming and nurturing place where everyone is respected and listened to.
- We want everyone to be supported and challenged to reach their potential and be prepared for the next step in their lives.
- We uphold high expectations and take pride in ourselves, our successes, our achievement and our work.

3.10. Our Vision is underpinned by our Values:



- **P**upil voice – enabling all learners to communicate their needs, choice and control.
- **R**espect – respect for one another and our environment.
- **I**ndependence – encouraging all learners to be as independent as possible.
- **D**ignity – implementing the highest levels of care and concern at all times.
- **E**ntitlement – the right to receive a broad and balanced, high quality, personalised learning programme.

4. How will I and my child be consulted and reported to on my child's education?

- 4.1. 3 times per year you will be contacted by your child's class teacher to discuss and review their progress against their Individual Learning Plans. In consultation with the class teacher together you'll agree your child's new targets.
- 4.2. Annually you will receive a teacher report for progress against your child's EHCP targets as part of the annual review process.
- 4.3. Annually you will receive a school-based report celebrating key achievements.
- 4.4. If your child work with the multi-disciplinary teams' teams e.g. physiotherapy, occupational therapy etc reports will be shared with you when they are produced.
- 4.5. Pupil Voice is also captured systemically at our School Parliament.

5. How do school evaluate the effectiveness of SEND provision?

- 5.1. Kelford considers a wide range of evidence in order to evaluate its effectiveness. This includes, but is not limited to:
 - Individual Learning Plan (ILP) target data
 - Impact termly tracking with adaptations made to provision, through the use of interventions as required.
 - Qualifications & Accreditation data



- Destination data
- Quality Assurance to include: Lesson observations, review of pupil work,
- Parental/carer feedback
- Pupil feedback
- Individual plans relating to behaviour, physical needs, etc.
- SEN Information Report published on our website

6. What training have staff undertaken?

6.1. All staff have access to a programme of Continuing Professional Development which includes mandatory training in; Makaton, Moving and Handling, Emergency First Aid, Feeding and Swallowing, Safeguarding and Team Teach Positive Behaviour Support.

6.2. In addition, all staff have annual Professional Development Reviews which identifies bespoke training needs.

6.3. Training needs are a key area of the School Improvement Plan and the school is committed to staff development. The School has a number of staff who have Specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the school's work. Examples of Specialist knowledge and training include:

- TEACCH (structured teaching)
- SCERTS
- Intensive interaction
- Sleep
- Augmentative and alternative communication
- Visual Impairment Hearing Impairment
- Picture Exchange Communication (PECS)
- Relationships & Sex Education (RSE)
- Child Protection
- Medication administration
- Tracheostomy care
- Gastrostomy care
- NVQ in supporting teaching and learning Foundation degree
- National Professional Qualification in (Middle / Senior / Headteacher) Leadership



7. What different teaching approaches do you have?

- 7.1. All pupils are taught within small class groups, and the size of the group and level of staffing is dependent upon the nature of the group. Teaching strategies and styles are dependent upon the nature of the group being taught, and on the nature of the individual needs within the group.
- 7.2. All quality first teaching is carefully differentiated and is appropriately supported by class staff and specialist support teams such as Speech and Language Therapists, Occupational Health and Educational Psychologists.
- 7.3. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include TEACCH, a sensory approach, Intensive Interaction, visual learning, augmentative and assistive communication systems, including Makaton signing, symbols, photographs, objects of reference and PECS. Rebound Therapy, swimming and massage are also approaches used to aid access and enhance the curriculum offered. A summary of these are below.
- 7.4. **Sensory Approaches** Some children learn best through using all or some of their senses. We encourage them to explore through their senses using sound, bodily movement, taste, touch and vision to learn new skills, to understand and make sense of their world and most importantly to have concrete experiences in a variety of contexts.
- 7.5. **TEACCH** This method of teaching concentrates on a visual approach to learning. The structured visual approach allows children to access the curriculum and to work towards independent learning.
- 7.6. **PECS Picture Exchange Communication System** is a method to develop intentional communication using motivating items. Children are taught to use symbols to select items and eventually form sentences to request, discuss, comment on items with others.
- 7.7. **Intensive Interaction** Intensive Interaction is a technique used to aid intentional communication and engagement with others. It uses strategies of copying or joining in with children to develop eye contact and mutual enjoyment, therefore building relationships.



- 7.8. Sensory Integration** Sensory Integration is a therapy prescribed by an Occupational Therapist and involves sensory modulation activities for a range of purposes e.g. reducing the need for constant movement, tactile defensiveness etc. Approaches can involve particular movements and massage programmes, some of which takes place in our purposely-built Therapy Gym.
- 7.9. Rebound Therapy** Rebound Therapy uses a full-sized trampoline to support sensory integration work, promote core stability and develop communication, interaction and attention skills.

8. How is the curriculum adapted for my child?

- 8.1.** At Kelford School we provide a needs-led, person centred curriculum which is flexible and creative that caters for children and young people with a range of learning disabilities including Autistic spectrum Conditions (ASC), Severe Learning Difficulties (SLD) and Moderate Learning Difficulties / Complex Needs (MLD). We continue to develop our specific pre-formal, non-subject specific curriculum based on Routes for Learning for our pupils with Profound and Multiple Learning Difficulties (PMLD).
- 8.2.** We recognise the need for a range of approaches, strategies and resources and the need for Teachers, Teaching Assistants, Parents/Carers and multiagency practitioners to work in partnership.
- 8.3.** For all learners we recognise that it is essential to offer opportunities for progression within all 4 areas of need as defined in the SEND code of practice, this is reflected in bespoke planning of termly outcomes for all pupils in their Individual Learning Plans linked to long term targets In Education Health and Care plans (EHCPs).
- 8.4.** We promote the moral, cultural, spiritual, mental and physical development of pupils and prepare them for the opportunities and responsibilities of later life. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development and a passion for learning.



8.5. We have developed a Curriculum Pathways Framework, to ensure that just as we recognise that the pedagogy for different learning needs should be personalised, we must also recognise that the key skills, communication systems, formative and summative assessments should also reflect progress for each child / young person.

8.6. Core curriculum

8.6.1. Pupils engaged in subject specific learning in line with the national curriculum, progress will be monitored through formative (all subject areas) and summative assessment (English and Maths) in the cognition and learning section of pupils Individual Learning Plans (ILP's).

8.7. Alternative curriculum

8.7.1. Alternative curriculum means learning through an alternative model including Routes for learning and a sensory approach, TEACCH and/or SCERTS. Progress will be measured through summative assessment linked to cognition and learning in the ILP's.

8.8. Supplementary curriculum

8.8.1. Supplementary curriculum refers to the therapeutic and additional provision that a child / young person will need to enable them to be ready to learn and / or to access learning. They will have personal priority needs that are central to their learning and quality of life. Such personal priority needs are highlighted within each pupils' EHCP and will be a central feature of their Individual Learning Plan. Such needs will be met through working with trained professionals either out of the classroom or through a discrete programme incorporated into classroom activities. Examples include rebound therapy, hydrotherapy, sensory circuits, sensory integration and Speech and Language therapy. Progress will be measured through summative assessment linked to ILP's.

8.9. Curriculum Content

8.9.1. Pupils across all pathways will require a range of opportunities to develop key learning skills. They will need to acquire, develop, practise, apply and extend these skills in a range of contexts across the



curriculum. Without the opportunity to practise and apply such skills our pupils would be unable to access their curriculum and participate in meaningful learning experiences.

8.9.2. These skills include:

- Communication skills (including the use of AACs, developing signing skills, developing verbal skills and the ability to reason).
- Physical development (including positioning, maintenance of posture, muscle tone, ease of movement and fine and gross motor skill development).
- Personal learning and thinking skills (learning to be independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants).
- Personal, social, emotional development (including self-help, independence, hygiene, self-esteem, working with others, readiness to learn and feeding skills).
- Sensory awareness (making sense of auditory, taste, tactile, visual and olfactory experiences).
- Independence skills (linked to preparing for adulthood objectives Y9+).

8.10. **Yellow Pathway**

- Learners follow a pre-formal non-subject specific curriculum pathway designed to ensure progression of their knowledge and skills within all areas of needs.
- Topics, Themes and project-based learning are used as hooks for learning to engage pupils; there is no expectation that the national curriculum will be followed, and pupils are not required to take part in subject specific learning.
- Learners have bespoke outcomes for each area of need set in their Individual Learning Plans
- Progress within cognition and learning is planned through the use of the routes for learning curriculum tool.
- Progress in all areas of need will be assessed via the use of the MAPP assessment tool allowing us to celebrate lateral progress and small steps over time.
- Engagement scales will also be utilised to support assessment.



8.11. Lime, Green and Orange Pathways

- Learners are engaged in subject specific learning following the national curriculum.
- Topics, themes, and project-based learning are used as hooks for learning to engage pupils.
- Progression within ILP outcomes linked to the 4 areas of need & independence will be planned for as part of the curricular offer and tracked through summative assessment of ILP's.
- Progress within cognition and learning is planned for through the use of:
 - Lime Pathway: Prerequisite skills framework
 - Green Pathway: Green Pathway progression objectives
 - Orange Pathway: Age Related Expectation objectives (years 1 - 4)

8.12. Blue Pathway

- Learners with complex ASD needs follow a blend of alternative and core curriculum depending on their needs.
- Topics, themes, and project-based learning are used as hooks for learning to engage pupils.
- Learners are engaged in subject specific learning following the national curriculum.
- Progression within ILP outcomes linked to the 4 areas of need & independence will be planned for as part of the curricular offer and tracked through summative assessment of ILP's.
- A TEACCH approach (*Treatment and Education of Autistic and related Communications Handicapped Children*) is utilised to promote meaningful engagement in activities, flexibility, independence, and self-efficacy as well to help them have a better understanding of his/her environment
- A SCERTS approach (*Social communication, emotional regulation and transactional support*) is followed to ensure pupils have opportunities to progress with their ability to interact socially, and regulate their emotions and to ensure that supports are put in place to respond to the child's interests and modify and adapt the environment to enhance learning
- Progress within cognition and learning is planned for using the autism progression framework, which is based on the SCERTS model.



- Some learners on the blue pathway will also have subject specific cognition and learning outcomes. (taken from the lime, green or orange pathway).

9. Curriculum in the Key Stages

9.1. Early Years Foundation Stage (EYFS)

The Foundation Stage encourages our children to develop the fundamental and pre-requisite skills for all future learning. Each child will be acknowledged as an individual, with individual strengths and needs, encouraged at all times to develop their experiences, skills, knowledge and understanding. They will have access to an interactive curriculum based on the 'Development Matters' and Early Support Developmental Journal Framework. Emphasis is also placed on the development of the pre-intentional and intentional communication, which underpins all that we do.

9.2. Key Stages 1, 2 and 3

Balancing the needs of the pupils and the statutory entitlement of the National Curriculum requirements underpins the curriculum for 5–14-year-old pupils. At Kelford School we embrace the philosophy that children are active learners and learn best when they are interested, motivated and inspired. Within each classroom there will be age appropriate continuous provision, 'Learning through play' remains important throughout the Primary Department where children have planned opportunities to learn independently and develop their own interests. Class Teams are expected to organise their learning environment to reflect children's interests and allow equality of access for independent learning.

Class Teams are expected to know and understand how each child learns best within their class through sharing information and careful analysis of observations. It is expected that a range of teaching strategies will be employed within each lesson to address the learning styles of each pupil.

Every pupil receives their entitlement to 2 hours of high quality Physical Education and 1 hour of Religious Education.

We use [Read Write Inc](#) for our phonics and literacy materials in Key Stage 1. This is currently being rolled out across whole school.

9.3. Key Stage 4

The Key Stage 4 curriculum focuses on developing the six Key Skills in ways



that develop our pupils as independent, active and valued citizens within our school. The curriculum includes English, Maths, RE, PE, PSHE, Citizenship, Work Related Learning, Life skills and Thematic work (incorporating Expressive Arts, Science, Geography, History, Music and ICT).

The cross-curricular Key Skills are developed across all these subjects and areas of learning. These are Communication, Numeracy, ICT, Problem Solving, Working with Others and Improving own Learning and Performance. ASDAN Transition Challenge is used to accredit pupils' learning and achievements at Key Stage 4 and links with Sixth Form support post school progression.

With Key Stage 4, students can begin their journey towards achieving the Duke of Edinburgh Bronze Award. They could then progress to the Silver Award in Sixth Form.

9.4. Sixth Form 16-19 Study Programme

The Sixth Form curriculum focuses on developing students' ability to make choices and decisions about their lives, and developing the confidence, skills and independence, attitude and communication skills to succeed as young adults. The curriculum includes Expressive Arts and Music, PE, Life Skills, English, Maths, PSHE, Work Related Learning (Fitness and Leisure, Enterprise, Careers and Work Experience), College Courses.

9.4.1. All students are given the opportunity to take part in other meaningful non-qualification activity alongside work experience. For example:

- activities to develop confidence, character and resilience e.g. Duke of Edinburgh
- group work to develop team working, communications skills, leadership and problem solving – skills that employers often say are lacking in school and college leavers
- tutorials and seminars (including careers education)
- life skills, such as: the ability to travel independently, how to cook and eat healthily, stay safe, personal finance, or preparation for adult or university life.

9.4.2. These activities help our students to build experience for their CV and/or personal statement.

9.4.3. Accreditation in Sixth Form builds upon the work in Key Stage 4. ASDAN Personal Progress - The qualifications have been developed for



students working between the now redundant P Levels 1-8 and Entry 1 to have their achievements recognised and accredited. They are made up of units which can be broadly divided into the following areas: Literacy/Numeracy/IT; Independent Living Skills; Personal Development; Community Participation and Preparation for Work.

9.4.4. ASDAN PSD – This qualification provides a framework for developing and accrediting personal and social skills for students working at Entry Levels 1 and 2.

9.4.5. The Prince's Trust Award, Certificate and Diploma in Personal Development and Employability Skills (PDE) recognises a breadth of personal skills, qualities and attitudes required by employers across a range of sectors.

9.4.6. Students at Kelford School currently follow courses in Work Skills, Horticulture, Catering, Hair and Beauty and DIY on the school site and construction at The Willows Vocational Centre.

9.4.7. Functional Skills Entry Level – These qualifications develop basic English, Maths and ICT skills in everyday and practical contexts. Students can achieve these qualifications at Entry Level 1, 2 or 3

9.4.8. For more information on the curriculum you can see our Curriculum Policy.

10. How will my child gain support for their emotional, mental and social development?

10.1. This is an integral part of our work. All staff share responsibility for this, and this is reflected in our teaching and in our curriculum. The Headteacher and Deputy Head Teacher are Designated Child Protection Officers and coordinates all work with multi-agency teams to ensure the best possible support is offered to your child. This is also reflected in our Anti-bullying policy, capturing pupil voice and the existence of our school parliament.

11. What facilities are available to my child and how can they be accessed?



11.1. All children/young people have access to all areas of the school and the curriculum intended for them. This is maintained and developed via our school budget to ensure we are meeting the needs of all of our pupils. Students have access to:

- Staff with a range of relevant experience and training.
- Personalised timetables.
- Alternative curriculum and assessment pathways.
- A vocational 16-19 resource provision (off site).
- A collocated EYFS provision (off site).
- A therapy room.
- A hydrotherapy pool.
- A Sensory Integration room.
- Adapted hygiene areas with tracking hoists and specialist equipment.
- Horticulture gardens and sensory outdoor spaces.
- Augmentative and alternative communication including communication assessments and pathways.
- A white room and multi-sensory theatre with access control.

12. How the school supports children who are looked after by the Local Authority (LAC) and have SEN

12.1. The Designated LAC Teacher is Catherine Bentley (Deputy Headteacher). All work under the direction of Rotherham's Virtual School Headteacher, Peter Douglas. We engage with the Personal Education Plan (PEP) so as to create a shared understanding across all settings.

13. What are the other bodies / agencies involved in meeting the individual needs of pupils at school?

- Access to Inspire (CAMHS LD)
- Access to hearing and visual impairment service
- Access to adult health and Social Care services
- Access to school nursing provision



- Access to physiotherapy
- Access to SALT
- Access to Occupational Therapy
- Access to Sensory Inclusion Services
- Access to Educational Psychology services
- Liaison with Social Services
- Signposting to other services as appropriate

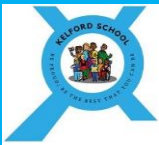
14. How is my child prepared for the transition to adulthood?

14.1. As the majority of our pupils are grouped by age this does mean that they encounter transition into a new class every 2 or 3 years. In order to ease the anxiety of transition, the school has a transition programme each year which allows any pupils moving into a new classroom or new teacher to spend time in this new class before the long summer break. Transition meetings are held between staff and families can meet the new teacher and share any information before the Summer Break. The school has planned activities for transition year groups which take place over the year to promote familiarity with new staff, routines or areas of school.

14.2. In Year 11 students and families are supported to prepare for the transition at 19. Person Centred Planning processes are utilised to gather the aspirations and views of students and parents. Bespoke learning programmes are then developed to support the student as they move towards these goals.

15. Assessment, recording, and reporting will:

- Provide all pupils with opportunities to show what they know, understand and can do and involve them in self-assessment.
- Help pupils to understand what they can do and what they need to develop.
- Recognise that the National Curriculum does not encompass all learning and ensure that the curriculum offer meets needs.
- Advance the learning process.
- Enable Teachers to plan more effectively.
- Support parents to be involved in their children's learning.
- Provide schools with information to evaluate work and set appropriate targets. The school uses a 'backward chaining' approaches to identify what



Outstanding Learning is for our children and young people. Knowledge, skills and understanding is only useful if it is consolidated and enables them to succeed beyond 19 years. There are key outcomes at 19 that we aspire to for our pupils and these are fundamental to our leavers being successful learners, confident individuals and responsible citizens.

- For young people with Profound and Multiple Difficulties, our key aims are that they:
 - Can isolate and use their senses to gain information.
- Can communicate their likes / dislikes / wants and needs effectively and clearly to a range of people.
- Can control their environment.
- Can make independent choices.
- For young people with Autistic Spectrum Conditions, our key aims are that they:
 - Can self-regulate through personalised strategies,
 - Can communicate their needs effectively with a range of people in a range of situations.
 - Can independently undertake tasks using specific skills and transfer these in new situations.
- For young people with Severe Learning Difficulties and Moderate Learning Difficulties, our key aims are that they:
 - Can achieve recognised accreditation based upon their interests and aspirations
 - Can make informed choices and influence their own life beyond 19
 - To enter further education and / or employment

16. If I have a complaint or concern how this will be dealt with?

16.1. Concerns will be dealt with under the terms of our Complaints Policy, which is published on our website.

16.2. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services



17. Contact details of support services for parents of pupils with SEND

- 17.1. Rotherham LA publishes the details of a wide range of support services on its Local Offer.
- 17.2. The LAs Local Offer is published on its website at <http://www.rotherhamsendlocaloffer.org.uk/>
- 17.3. The local SEND Information and Advice and Support Service for Rotherham <http://www.rotherhamsendiass.org.uk/>