

The St. Christopher School Academy Trust: SEN Offer

School Information



The St. Christopher School Academy Trust

(Part of SEN Trust Southend www.sentrustsouthend.co.uk)
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Southend schools are committed to adopt a similar approach to meeting the needs of all students, including those with Special Educational Needs. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Whilst our website reflects much of the provision we make and the beliefs that underpin all that we hope to achieve, we have outlined below The St. Christopher School Academy Trust 'School Offer'. Whilst the overview does not show everything, it is a taste of our ethos as parents and members of the community are often keen to get a feel for the vision and values of a school.

Type of School



The St Christopher School Academy Trust is an SEN Specialist School for Communication and Interaction with a **recognised admission number of 212** pupils (currently 230 pupils on roll – September 2018).

Children in the primary department are aged 3-11 with a range of learning needs, including communication and interaction difficulties, cognition and learning difficulties, autism and some with social emotional and behavioural difficulties.

We also cater, where appropriate, for Key Stage 3 pupils (age range 11-14) and Key Stage 4 pupils (age range 14-16) who have severe Autism and/or ADHD.

There is also a small provision (12) for a number of young people aged 16 – 19 who have Autistic Spectrum Disorders and/or ADHD and learning difficulties.

Accessibility

Is the school fully wheelchair accessible?	Yes
Are there auditory / visual enhancements?	No

Core Offer

The St. Christopher School Academy Trust strives to develop a positive learning community where everyone feels valued and encouraged to achieve their full potential in all aspects of life.

Vision Statement



The St. Christopher School strives to develop a positive learning community where everyone feels valued and encouraged to achieve their full potential in all aspects of life

The Image

This visual jigsaw 'child' is a representation of all pupils at the school. It is a figure which shows how all the teams working with a pupil piece together to make a complete pupil. Each part of the jigsaw is important and will vary in size for each child. Some pupils will need additional specialist help and have their own personalised jigsaw pieces.

The Vision Statement

The visual jigsaw representation and vision statement came about as a result of all staff and Governors working together to create a picture and statement that we feel is pertinent to our work and school in 2018.

Policies Available on Website



General Policies

Accessibility Plan
Admissions Policy
Anti-Bullying & Behaviour Management Policy
Charging Policy
Child Protection Policy
Complaints Procedure
Data Protection Policy
Education of Looked After Children Policy
Equality Policy
Equality Objectives
Freedom of Information Scheme
Health & Safety Policy
Safe Touch Policy
Special Educational Needs Policy
Staff Code of Conduct
Supporting Pupils at School with Medical Conditions
Whistle-Blowing Policy

Curriculum Policies

Art Policy
Assessment Policy
Autistic Resource Base (Primary and Secondary)
Collective Worship
Design and Technology Policy
Drug & Alcohol Policy
E Safety Policy
Early Years Policy
English as an Additional Language Policy
English Policy
Exam Policy
Humanities Policy
ICT & Computing Policy
Key Stage 4 Enterprise Policy
Maths Policy
Modern Foreign Languages Policy
Music Policy
Outdoor Learning Policy
Pastoral Support & Personalised Learning within the Primary and Secondary School
PE Policy
Phonics Policy
PSHCE Policy
Reading Policy
Relationships & Sex Education Policy
Root Curriculum Policy
Science Policy
Vocational Education, College Link & Work Related Learning Curriculum Policy (Secondary School)
16 - 19 Policy

Range of Provision



What does the school offer to pupils with SEN?

The school's approach to teaching pupils with SEN's varies according to the needs of each group. We try to place pupils in the most appropriate teaching group to meet their particular needs. The curriculum is designed to offer full coverage of all important aspects of development including academic, social and emotional. The aim is to enable pupils to make as much progress as possible and to prepare them for the next stage of their education wherever this may be.

The curriculum is kept broad and balanced to enable all aspects of learning to take place. We make full use of the local environment, including outdoor learning activities and the local community.



What are your areas of strength?

We are committed to offer the highest educational experience to all of our pupils. Our staff are experienced and highly qualified with a commitment to continuous professional development to meet the ever changing needs of our pupils. Our particular area of expertise is educating/working with children on the Autism Spectrum.

Our pupils have access to up to date facilities and learn in modern surroundings using current technology. Class sizes are deliberately small to facilitate a comfortable learning environment with the assistance of fully trained support staff.

The school was inspected in March 2014 and was judged to be outstanding in all areas. The school was inspected in June 2017 under the new short inspection framework.

- “The school continues to be Outstanding”
- “The St. Christopher School is an incredibly happy school”
- “Leaders and governors work tirelessly in developing all areas of the school and constantly checking for new ways to make it even better”

What specialist facilities / equipment are available to support children with special educational needs?



- 3 ICT suites
- Creative Arts Block (music, art & drama)
- Family & Training Room
- Life & social skills area
- Multisensory room & therapy suite
- Outdoor garden, BBQ area and outdoor learning area
- Outside playground and equipment
- Post 16 provision
- Purpose built cookery room
- Small heated swimming pool
- P.E. facilities include:
 - a modern purpose built sports hall
 - all weather surface and running track
 - outside Astroturf and football pitch
 - school field and playground

What input from therapists / advisory teachers / other specialist support services is provided?



A team of qualified speech and language therapist’s work in the school alongside classroom based staff - this enables us to really concentrate on developing communication skills in our pupils. These are employed directly by the school.

Pupils with specific additional learning need may receive further help from Physiotherapy, Occupational Therapy, Partial Hearing, Counselling, Multi-sensory and any other therapeutic services as appropriate and where available to the school.

The Health Service, as part of its ongoing support to the School, monitors development and progress of pupils at the School. Should any specific ongoing programmes be required, the Health Service will make contact with parents directly. Where pupils are receiving treatment outside of the School from the Health Service, this will be supported at School.

The Educational Psychology Service will assess, review and give advice on individual pupils when appropriate.

The school has a dedicated team of staff who organise and deliver training both in-house and to other special schools. We also offer courses to parents / carers on how to manage with a child with ADHD/Autism.

What extended school / respite do you offer?



A programme of after school activities is offered Tuesdays, Wednesdays and Thursdays 3.00pm – 4.15pm each week.



After school extended care is a service for parents, providing short term respite. Pupils can stay for after school care Tuesday – Friday during term time from 3.00pm – 7.00pm.

Christopher's Cottage, which is located in the grounds of the school, is a specialist respite care centre for children with special needs aged 5 – 19. Young people from across the South East Essex area are referred by Social Care for short breaks. All places at the Cottage are commissioned by Social Care Departments and are obtained through allocations granted from Social Workers.

Inclusion



How do you promote inclusion within the school?

All pupils have access to an inclusive curriculum and take part in a broad range of educational visits. These include day visits and residential stays. Pupils gain a great deal from the visits and complete work based around the visits as well as gaining valuable social and communication experiences.

The School sees the return to a mainstream school for appropriate pupils as an important part of its role; however this is based upon an individual pupil's needs and the appropriateness of the mainstream provision. Pupils may transfer initially on a part time basis while others transfer full time. This can also be facilitated for specific courses where appropriate.

What proportion of children at the school have Special Educational Needs (SEN)?

All our pupils have a statement of Special Educational Needs / Education Health and Care Plan. The admissions policy for the school is that of the current SEN Code of Practice and the school's view of whether the needs of the child can be met.

Transition



How will the school prepare children with SEN to join their next setting / school / college / stage of education or life?

If a pupil is moving to another school/educational setting, careful transition work is completed with the pupil and the family. During year 6 and Year 11 pupils are accompanied by our school staff to visit the new provision, are supported in their first visits and then slowly the support from our staff is withdrawn to enable them to make the transition as smooth as possible. A leavers' assembly enables all pupils to know they are transitioning from 1 provision to another, even if they are remaining within this school. Those pupils who are remaining in this school spend time in transition into the secondary department having lessons with new staff and getting used to the new environment. Information about the pupils are given to the next setting, producing one page profiles of pupils as well as passing on further information on strategies that help and any further support that is needed.

The aim of 16-19 provision is to support a small number of pupils in their transition from one facility to another e.g. college or work placements, and to support the development of their independence, social skills, mobility and travel training.

Other Information



How are parents involved in the school and how can I be involved?

We work in partnership with parents to support each child / young person's well-being, learning needs, progress and aspirations. We operate an open-door policy to allow parents to contact their child's class teacher (or any member of staff) with ease. Parents are invited to become involved in school-life through a series of invitations to school events throughout the year. We host coffee mornings for new parents, open evenings and offer courses giving parents the confidence to support their child's learning at home. Our Governing Body also includes Parent Governors / representatives. For further information about the Local Offer and services available for your family visit:

<http://www.southendinfopoint.org/kb5/southendonseafs/localoffer.page>