



SEND (Special Educational Needs and Disability) Information Report 2024

Cardrew Court School is an independent special school – This report outlines the key things that we do to meet the needs of the learners in our care. In our specialist setting all our learners have SEN (Special Educational Needs), and the practice of inclusion, equality and accessibility are embedded in to our work and daily practices. The policy and guidelines are summarised in our SEND Policy and is supported by our Child Protection and Safeguarding Policy.

Who to Contact	<p>Address: Cardrew Court School, Cardrew industrial Estate, Cardrew Way, Redruth, TR15 1SS</p> <p>Telephone Number: 01872 613155</p> <p>Email Address: office@cardrewcourt.org</p> <p>Website: www.cardrewcourt.org</p> <p>Headteacher: Kerry Towers</p> <p>Chair of Governors: TBC</p>
Our Vision	<ul style="list-style-type: none">• Belong – We aim to provide a safe, positive learning environment where everyone feels they belong; building kind and respectful relationships.• Believe – We support all our learners to believe in themselves; developing their confidence and resilience. To empower our learners to make healthy lifestyle choices.• Achieve – Together we support every learner to ensure they reach their unique potential. This includes supporting pupils to achieve the accreditations for the next steps they have chosen on their journey to adulthood. We aim to support pupils to identify what makes them happy and equipping them with the knowledge and skills to lead an independent life in the future.
Designation and Type of School	<p>Cardrew Court is an independent day special school for children aged 7 – 11 years.</p> <p>At Cardrew Court, pupil's identified needs will be focussed in social, emotional, and mental health difficulties with a particular reference to high anxiety; some learners have school-based trauma. Pupils may have associated needs with a diagnosis of autism and communication and interaction difficulties.</p> <p>We have primary provision through all the key stages to year 11 for both boys and girls. We provide learning opportunities and experiences within our provision to develop and prepare our pupils for further education, employment, and adulthood. Their diagnosis does not define them or limit the educational experiences that we offer. We aim for our</p>



SEND (Special Educational Needs and Disability) Information Report 2024

	<p>learners to be happier in our provision, as they have opportunities offered to them here that in their past, they have been unable to access. We work hard with the families of our learners to support their development of life skills, support their educational learning and preparing them for adulthood. We offer our learners access to a range of accreditations and GCSEs in English language, Maths, and science as appropriate for the learners as a core with others studied to support learners achieving their aspirations.</p> <p>Pupils will go onto specialist Post 16 provision or attend mainstream Post 16 education, apprenticeships, or the world of work at 16.</p> <p>More detail on our commitment to high quality educational provision for all our children is detailed in our School Offer and curriculum policies published on the school's website.</p>
Admission to our School	<p>All pupils must have an EHCP in place before admission conversations take place. Admissions are either through the Local Authority or self-funded. Please refer to our Admissions Policy for further information.</p>
What we do to support our pupils who have Special Educational Needs and our curriculum for all pupils.	<p>At Cardrew Court School we offer all our learners a wide range of experiences and opportunities to be successful. We offer a rich, broad, and balanced curriculum to meet the individual needs of our learners. A considerable proportion of the timetable is spent working with pupils on their social, communication and interaction needs.</p> <p>We promote independence for our learners, teaching them LifeSkills and giving them the opportunity to practice these skills in a safe environment supported where necessary. Our extensive PSHE and Personal Development curriculum, covers internet safety, staying safe in the community, and health and relationships. We aim for all our learners to achieve accreditations at their level. This includes vocational and academic qualification such as ASDAN, BTEC and GCSEs in a range of subjects. Safety in the home is promoted through a range of subjects like Food Technology and PSHE. We offer OCR and ASDAN qualifications in Life and Living skills. These are offered at a range of levels as part of our curriculum. We believe that this is an important part of our pupils' development, preparing our learners for adulthood. Working towards their aspirations is essential to their development to become independent young adults as is accessing the right level of support.</p> <p>We offer a wide range of enrichment opportunities like adventurous outdoor activities such as wild water swimming, kayaking, water sports and theatre trips. Learners work towards John Muir and Duke of Edinburgh awards. Our Trauma Informed approach incorporates a developmental model to help us understand how our learners develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child</p>



SEND (Special Educational Needs and Disability) Information Report 2024

	<p>development looks like in terms of behaviour and learning. In addition, it clarifies the role of the adult in facilitating a child's development at each of the different stages. The model gives us a lens through which to look at and interpret children's behaviour, enabling us to identify the developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs. Our Occupational Therapist creates programmes for individuals and / or classes to support staff to embed the Interoception curriculum.</p> <p>Speech and Language Therapy, where needed, is offered to our learners, this is supported by our therapies HLTA and class-based TA's. The Speech and Language assistants implement these programmes and monitor progress. Therapy play is an important role in supporting our teachers to meet the needs of children with Speech, Language and Communication needs, supporting good practice across the school with targeted and specialist approaches.</p> <p>At Cardrew Court we know that the needs of our learners develop and change, and we evolve, adjust, differentiate, and work hard with parents / carers to develop strategies that best support our individual learners. We have a strong, compassionate, and hardworking team who genuinely care for all our learners and their families. We work hard daily to ensure that our learners are given the opportunity to build on their learning, develop new skills academically; socially and within their life and social skills so they can achieve their aspirations.</p>
Our Curriculum Overview	<p>Our holistic curriculum is designed around key elements which underpin our vision for the school... that our young people leave us prepared for their future.</p> <p>Our curriculum offer is flexible and supported by a commitment to inclusion and age-related experiences for all. We know that at any time our students will need varying levels of support and extension depending on their need.</p> <p>Learning; Cognition and Academic</p> <p>This strand of our curriculum approach is based on the national curriculum, and targeted so that pupils build on key skills and knowledge over time. Early reading is taught very well using a high-quality programme of systematic phonic and language enrichment as the foundations for learning to read. Children and young people are exposed to a range of stories and other texts.</p> <p>Our young people are exposed to a broad and balanced curriculum which is taught through topic or discretely. All students study English, Maths and Science to an appropriate level and will access learning in a broad range of subjects, such as food technology, outdoor education, forest school, arts, and humanities.</p> <p>Communication and Interaction</p>



SEND (Special Educational Needs and Disability) Information Report 2024

Pupils build language, communication and interaction skills through augmented communication strategies and resources, speaking and listening activities and performing arts. Here there is an emphasis on discussion and debate throughout the curriculum especially in English, Beliefs and Values and PSHE.

The speech and language team also support progress in this area and work with whole class, small groups, and individualised interventions.

Pupils are encouraged to practice their communication and interaction skills frequently. For example, accessing the community and practising interactions and engaging in visits.

Pupils are taught how to keep themselves healthy and well through the formal curriculum and by ensuring that they have plenty of access to the outdoor environment and learning such as Forest School and Outdoor Education. Pupils learn to manage and regulate their emotions and to build positive relationships in school. Staff offer high quality pastoral support to enable pupil learning in this area.

They learn about work and careers, health and hygiene, travel training, home skills and how to manage money. We work with pupils to build their confidence to apply their learning and interact in the real world. For example, pupils will create shopping lists and then visit a shop to complete their purchases using money or to set up a business. Pupils learn to travel on buses and trains. They explore the world of work-related learning and receive high quality careers advice from linked careers advisors to the school.

Physical and Sensory

Pupils experience a range of opportunities to develop physically through PE sessions, Outdoor Ed, and swimming lessons. Pupils develop their fine and gross motor skills and develop skills and confidence. There school has a large outdoor area which will allow pupils to regulate and connect with the outdoor world, leading to a positive impact on pupil wellbeing. Pupils have further enrichment opportunities such as Food Technology, regular Outdoor Education and Forest School. This is further enhanced through accessing the range of sensory resources across the school. Staff also collaborate with our 1 day a week on site and external Occupational Therapists, delivering specific sensory diets and activities to individual pupils with sensory plans.

Social, Emotional and Mental Health

Social, Emotional and Wellbeing learning is taught formally through PSHE, RSE (Relationships and Sex Education) and Beliefs and Values. Pupils also learn to regulate through work on the interoception curriculum and the 5-point scale. The interoception is an integral aspect of our school's curriculum which is focussed on learners being able to identify their emotions and what helps them to feel 'just right.' We work with learners to identify supportive strategies as well as



SEND (Special Educational Needs and Disability) Information Report 2024

	resources that help learners maintain regulation. We support learners in transitions and prepare them for changes which can often impact on their wellbeing.
How we adapt our teaching to suit the pupils	<p>At Cardrew Court School we have class sizes ranging on average between 8-10 pupil's dependent on need. We have trained qualified and experienced staff to support our learners' education and development, breaking down the barriers to learning and building their self-esteem. We try to personalise learning opportunities so all our learners can achieve and reach their aspirations.</p> <p>At Cardrew Court School, we make reasonable adaptations to ensure that all our learners can be successful and reach their potential across a holistic curriculum.</p> <p>Our teaching staff make learning meaningful and innovative to engage our learners who can be disconnected from school and learning. Within the classroom we differentiate and personalise learning to meet the individual needs. Teachers use strategies such as total communication, modelling, accessible vocabulary, visual prompts, scaffolding, effective questioning and allowing time to practice and master skills and knowledge. We can further personalise learning using strategies such as fiddle toys, sensory breaks, pre-teaching of vocabulary, learning resources such as Base 10 and word banks, communication tools and devices, additional processing time and a clear rewards and sanctions strategy. We recognise and reward good learning behaviour. Through monitoring and evaluation of learning and behaviour, we develop interventions to support and challenge our pupils both inside and out of the classroom. Our learning support staff provide encouragement alternatives and direction to help them regulate and access learning.</p>
How we check that a pupil is making progress and how parents are kept informed	<p>At Cardrew Court School we use formative and summative assessment to inform teaching and learning and assess progress being made. We have regular data drops throughout the year (termly) and staff meet with SLT to discuss the progress made by all individuals within their classes.</p> <p>We use a cycle of pupil progress review point to collect information about how pupils are progressing. We set targets based on EHCP – outcomes and break these down into smaller meaningful steps each year so that targets are personalised to each pupil. We also set targets for reading, writing and maths. These assessments inform the annual review processes and will form the basis of annual reports too.</p> <p>Meetings: Parent meetings are held twice a year within the format of-</p> <ul style="list-style-type: none"> • Progress review meeting. • Annual review meeting.



SEND (Special Educational Needs and Disability) Information Report 2024

	Annual reports are shared with parents at the end of the school year.
Offer to support pupil's health and general wellbeing	<p>Every employee within the school community is employed to support our learners.</p> <p>Good relationships between staff and pupils are a vital aspect of successfully supporting the young people in our school. Staff are skilled in developing good relationships. Pupils are encouraged to identify trusted adults who they can relate to.</p> <p>Safeguarding is our number one priority. From safer recruitment to regular training to embed effective safeguarding policy, practice, and procedure.</p> <p>Supporting positive Wellbeing is part of everyday life at Cardrew Court School and all staff endeavour to maintain a positive ethos throughout school, supporting pupils and each other and ensuring 'wellbeing language' is accepted and valued throughout the school.</p> <p>At Cardrew Court School we value the importance of positive mental health and wellbeing and engage in a wide range of developmental learning activities and training to support pupils and staff.</p> <p>At Cardrew Court School, staff promote the 'Mental Health Ten-a-Day' to develop pupils' understanding and ability to support their own and their peers' positive mental health. Pupils' wellbeing is monitored and where necessary further support is provided / sought i.e. mentoring, CAMHS etc.</p> <p>Our curriculum also supports pupils' health and wellbeing; directly through PSHE, PE and Outdoor Education / Adventure, through engagement and enjoyment of subjects or lessons and through helping to develop self-esteem, resilience, and self-confidence.</p> <p>Medication is administered by staff who are trained in Administration of Medication. Medication is only administered when it has been prescribed. In the case of over-the-counter medication: this is only administered with parents' consent. Training is provided to key staff when children have specific medical needs to maintain safety and enable access to a full curriculum.</p> <p>Attendance is reviewed daily, weekly and every half term; when the absence is persistent or low, we work supportively with parents and carers to maximise attendance. We engage with the Educational Welfare Service for further support to improve and maximise attendance and we may be required to take steps to formally address absences.</p>



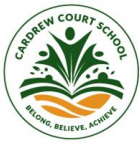
SEND (Special Educational Needs and Disability) Information Report 2024

<p>Specialist internal and external services we use when we think extra help is needed</p>	<p>We have a range of internal specialists that support Cardrew Court School.</p> <p>Our Wellbeing Practitioner works hard to build supportive relationships with parents and learners. They offer guidance and advice to families when additional support is needed, assist with pupil welfare checks and can attend meetings to support the families and learners.</p> <p>The Exam Officer ensures that Cardrew Court follows the examination/qualification policy practice and procedure.</p> <p>External Services</p> <p>We will work closely with many other professionals from a wide range of disciplines and services:</p> <ul style="list-style-type: none"> • Social Care / MARU (Multi Agency Referral Unit) • Health practitioners associated with our pupils • Multi-Sensory Impairment Team • CAMHS • School Link Nurse who visits for “drop-in” sessions for both parents and our learners • Careers Southwest • Cornwall LA (Local Authority) Cognition and Learning Service • Cornwall LA Statutory SEND Team • Early Help Hub • Cornwall LA ASD Team • Medical professionals will have the opportunity to offer medical appointments in the school as appropriate
<p>Staff expertise and training</p>	<p>Safeguarding is our number one priority. Policy, procedure, and training underpin this, including robust, safer recruitment, regular training, and safeguarding themes.</p> <p>Our qualified teachers are educated to degree level and beyond.</p> <p>Our wider staff team have a range of qualifications. TAs (Teaching Assistant) and HLTAs are trained to support our pupil to access educational opportunities and promote holistic development of our learners. Phase and subject specialist teachers in many areas of the school/curriculum. We have staff that are highly experienced SEMH (Social, Emotional and Mental Health) and ASC practitioners within the team.</p>



SEND (Special Educational Needs and Disability) Information Report 2024

	Staff training and personal development are ongoing and part of our daily practice. We offer a CPD programme for our staff. This is time to develop whole school approaches and skills and develop individuals. We are proactive and offer training when an emerging need is identified within the school, to ensure staff are supported.
Inclusion in school activities and trips	<p>Cardrew Court is an inclusive school which offers a wide range of educational, social, cultural, and sporting activities both on and off-site to support the learning and development of all.</p> <p>No one is excluded from these we work hard to prepare our learners for new experiences and ensure that all our learners have access to the opportunities that a young person their age has.</p>
How we prepare children and young people to join our school	<p>Every child or young person admitted to Cardrew Court School will have an Education, Health, and Care Plan (EHCP).</p> <ul style="list-style-type: none"> • As an independent school, Cardrew Court can offer self-funded placements. • Cornwall LA places commissions places through the Special Education Needs and Disabilities (SEND) Statutory Services team and can only be offered by them. <p>The Statutory SEND team specify the provision required for individual pupils and how education, health and care services will work together to meet a pupil's needs and support the achievement of agreed outcomes for each pupil</p> <p>Throughout this process, professionals work with the young person and support parents to explore all placement options. Once this process and the paperwork have been completed and the 0-25 Team consult with the placements that they feel can meet the needs. Following consultation, the Statutory SEND Team decide on placement for each young person. Parents will then be written to advising of the decision. Once a pupil placement at Cardrew Court School has been agreed, Cardrew Court will contact the family to arrange the transition.</p> <p>All new pupils have a Placement Plan meeting inviting parents, learners and all professionals involved with the child. This meeting is to find out about the child as a whole person: from life at home, the current provision they attend and any other areas of the child's life that needs to be discussed. Pupils and their family will visit the school and meet the teacher. A transition plan for the individual will be agreed listening to the needs and anxieties of the learner.</p>
How we prepare for children and young people to leave our school	<p>Our curriculum supports the holistic development of our pupils and prepares them for their next steps. Through the key stages, we have preparing for adulthood embedded in our curriculum.</p> <p>The process for preparing our learners for their next steps is embedded throughout all year groups. In KS4, learners make decisions on the subjects and qualifications they want to work towards at their level.</p>



SEND (Special Educational Needs and Disability) Information Report 2024

	<p>From year 9 onwards learners and their families work with CSW to help to make informed choices for Post 16 placements. Families are encouraged to visit a range of colleges, Post 16 and specialist provisions.</p> <p>In year 11, we support our learners to complete accreditation and prepare for any exams they may have. We look at skills that they will need in college, the world of work, living as independently as possible, and develop these so they are prepared as much as possible for the future.</p> <p>Early in year 10 we have an annual review attended by CSW where Post 16 placement is discussed.</p> <p>We support the application and our SALT Team offer interview preparation.</p> <p>Many of our students access mainstream Post 16 education going on to foundation for learning courses and Level 1 and 2 courses. Some continue into specialist provisions that continue to support the young person's personal development and to meet their needs.</p> <p>Our PE staff works with pupils across the school to develop their physical capabilities and encourage them to make healthy lifestyle choices. Some pupils, become leaders and work with other pupils to encourage them to participate in sport. This develops early leadership skills and confidence.</p> <p>Pupils are encouraged to attend taster days and college representatives come into school to meet the learners. We strive to ensure all learners leave us with an identified Post 16 placement.</p> <p>We support travel training for college.</p> <p>In year KS4 we focus and prepare our learner with how to revise for exams, organise their work, time management and use a diary. We look at skills that they will need in college and the world of work and develop these, so they are prepared as much as possible for the future.</p>
Date due for review	September 2024