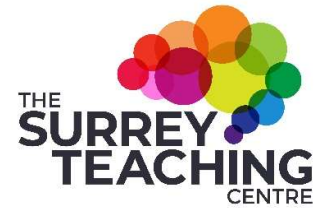


Feb 2025

To be reviewed Feb 2026

Sarah Roberts – SENCo



Surrey Teaching Centre Special Educational Needs and Disabilities (SEND) Annual report

Surrey Teaching Centre is a medical pupil referral unit (PRU). We support children and young people who are unable to attend school due to being admitted to The Children's Trust (TCT) for a rehabilitation programme following an acquired brain injury. All our pupils and young people have educational needs arising from their acquired brain injury and many will need to be assessed for an Education, Health and Care Plan while they are resident at The Children's Trust.

Identifying Pupils

Surrey Teaching Centre will receive information about your child's needs prior to their ABI from their school and we will work together alongside The Children's Trust to support your child and ensure they receive the right support to enable them to progress whilst on their rehabilitation programme.

On admission all pupils have a comprehensive assessment of their needs which allows us to plan an appropriate and bespoke curriculum for each learner. We focus on the areas highlighted by the assessment and also incorporate specific learning strategies for pupils with an acquired brain injury.

- The majority of pupils are dual registered and remain on the role of the school they were attending prior to their injury.
- Monthly meetings are held with families and all professionals who work with your child to discuss progress and any needs or issues.

The guidelines set out in the Code of Practice are also used to determine which area of need is appropriate. The Equality Act 2010 requires us to ensure all disabled pupils, staff; management committee members, parents/carers and other people using the school are treated equally. The school promotes equality for all across the school in accordance with the SEND code of practise.

Policies

The *Special Educational Needs and Disabilities including Mental Health* Policy was reviewed and amended in November 2021. The current policy is fully accessible on the school website and is available to parents upon request. A copy of the policy can be found here:

<https://www.tadworthcourt.surrey.sch.uk/policies/>

The school's accessibility policy can be found here:

<https://www.tadworthcourt.surrey.sch.uk/policies/>

Provision

As many of our pupils have complex additional needs, often as a direct result of their brain injury, provision is frequently on an individual needs basis and includes but not limited to;

- One to one teaching and teaching assistant support (where necessary)
- Bespoke curriculum delivery and planning
- Small class sizes enable staff to become very familiar with each child's individual needs and this is further supported by the multi professional team working across the school.
- All staff allow time for children to discuss issues that may affect their overall wellbeing and if it is not appropriate in school, teachers will liaise with other professionals who will offer support to both pupils and families.
- All personal care and the administration of medication is carried out by care staff from TCT; risk assessments are in place so that school staff can support the care staff if necessary.
- The school trains staff in the management of behaviour based on de-escalating potential situations; our behaviour policy is provided to all parents.
- We are continually developing our 'pupil voice' within the school this includes: informal discussion with key teachers; personal pathway lessons and an informal interview with your child when they are due to leave.
- Nursing or care staff enable access to school for children with complex medical needs.
- Your child's timetable will include therapy sessions as well as dedicated school sessions. The therapy department includes: speech therapists; physiotherapists; occupational therapists; music therapists and a play therapist. Other professionals available on site include: medical teams; social workers; clinical and educational psychologists and hospital play specialists.

Arrangements for assessing and reviewing pupil progress:

On admission, all pupils have a comprehensive assessment of their needs which allows us to plan an appropriate and bespoke curriculum for each learner. We focus on the areas highlighted by the assessment and also incorporate specific learning strategies for pupils with an acquired brain injury. This is written up as an Education Report by our experienced class teachers. The progress of your child is monitored throughout their placement by the class teachers and the Headteacher. Pupils are set personalised learning goals (PLGs) that allow teachers to closely monitor steps of progress.

On discharge, all personal learning goals are reviewed and additional information may be added to our Education Report detailing achievements, on-going difficulties and successful strategies, as learnt by the class teacher. This report is shared with parents, school, the local authority and other professionals who are involved with the family.

Arrangements for supporting pupil's transition back to school:

- Some children and young people return to their mainstream school and others may transfer to a different or more specialised setting. We work with the pupils' next placements by providing staff training and ongoing individualised curriculum support.

- Along with the educational psychologists, teachers will support you in exploring possible next placements.
- Teachers will support your child's transition to their next school including training for school staff in their new school. This will usually be delivered virtually.
- Teachers will maintain contact with the next school to support your child's successful placement.

Parental and Pupil Involvement

Due to our setting being small with high adult to pupil ratio, relationships between staff, parents and pupils are formed rapidly and strongly maintained. Class teachers spend time with parents at the end of teaching sessions, explaining what their child has achieved in their learning and will give them opportunity to ask questions. Class teachers deliver personalised curriculums and therefore will want to know children's interests and hobbies in order to engage them in their learning. Class teachers will listen carefully to what is being communicated by both parent and pupil so that trust is earned and the educational experience is both positive and productive.

Expertise of staff and continual professional development:

All staff are trained in the education of children with an acquired brain injury; many teachers deliver training to other schools. There is a comprehensive induction and professional development programme for all staff covering a wide range of SEN training.

Training is also provided in different areas of SEN including: visual impairment; hearing impairment; profound and multiple learning difficulties; ASD and physical disabilities. Curriculum access for each child is a major driver in allocating resources; this may take the form of specialised equipment including technology, staffing levels or practical resources.

- All teaching staff have specialist training in acquired brain injury as well as their teaching qualification. In addition teachers have a variety of specialisms including dyslexia and visual impairment.
- All TAs access brain injury training with CBIT as part of their induction

In September 2023, STC was assessed for and received the Trauma Informed School Award. The assessor commented how 'all adults are highly skilled at what they do and have much to offer not only the young people in the school but also other professionals across the wider educational community in relation to best practice in meeting the needs of children with ABI. Their trauma informed approach to this work is outstanding'.

The school's partnerships:

The school regularly liaises with and seeks advice from the following external professionals and services:

- At TCT: speech therapists; physiotherapists; occupational therapists; music therapists and play experts. Other professionals available on site include: medical teams; social workers; clinical and educational psychologists and hospital play specialists.
- Externally: Local authorities, paediatricians, family services, CAMHS

Comprehensive discharge planning meetings and school transition meetings are arranged with parents when pupils move onto other educational establishments.

The school's key contacts:

The name and contact details of the school's SEND co-ordinator:

Name: Sarah Roberts (SENCo)

Email: sroberts@tadworthcourt.surrey.sch.uk

Tel: 01737 354 006

The name and contact details of the school's Headteacher:

Name: Kristin Hoogland (Headteacher)

Email: head@tadworthcourt.surrey.sch.uk

Tel: 01737 354 006

The contact for compliments, concerns or complaints from parents of pupils with SEND:

Names: Akuah Quist (Schools Business Manager)

Email: aquist@tadworthcourt.surrey.sch.uk

Tel: 01737 354 006

The school's complaints policy can be found here:

<https://www.tadworthcourt.surrey.sch.uk/policies/>

The school's link to the Surrey Local Offer:

<https://www.tadworthcourt.surrey.sch.uk/key-information/>