THE COURTYARD ISLINGTON

Special educational needs (SEN) report 2026-2027

SEN Report

Information, Guidance/Points of Contact

Points of contact for my child:

- **Form Tutor** – the important Home <> School link. Liaising with form tutors about general engagement and presentation in school, interventions needed.
- **Class Teacher** – monitoring progress of child within subject area
- **Headteacher/SENCo/Deputy Designated Safeguarding Officer –** Deborah Shepherd
- **Designated Safeguarding Office/Deputy (Safeguarding and Engagement)** – Louise Norman
- **Assistant Head: Pastoral** – Alison Rush
- **Assistant Head: 6th Form & Assessment** - Fajri Aitken
- **Assistant Head**: **Curriculum** – Fran Leigh
- **Head of KS4** – Ella Parker
- **Careers/Outreach** – Elena Vidal
- **Safeguarding / Student Welfare Governor** – Jo Honigmann

School telephone number: 02038596350

School e-mail address: firstcontact@thecourtyardislington.org

Monitoring and Evaluation

The Courtyard monitors progress towards EHCP outcomes of all students throughout the year. Class teachers are expected to identify students not making the expected progress and provide strategies to improve that progress. Form Tutors and KS Heads will regularly review this progress and track the student's movement towards to the outcomes. Their role is to also evaluate the impact of the interventions.

The Courtyard will report progress to parents formally, twice a year.

Form Tutors are responsible for ensuring that parents are regularly informed of progress towards outcomes.

If a student at The Courtyard is not making at least expected progress, additional support is provided through the pastoral system, academic intervention and also through the therapeutic route, as appropriate. Parents are consulted on all intervention strategies applied at The Courtyard.

The Education Health and Care Plans are referred to when creating any intervention strategies. The Student Passport and Individual Education Plan (Appendix A's) are updated and shared with the student, parents and staff.

Tests and Assessments: Access Arrangements

On entry into The Courtyard students are assessed to see if they require any additional access arrangements during formal assessments, which includes internal controlled assessments and external exams. This information is shared with the relevant examination boards and also the subject teachers. All students on roll are assessed to confirm their entitlement to extra time, a reader and a scribe. They also receive the additional benefit of sitting the exam away from the main examination room, in a much smaller space (adhering to the external exam rules).

Access to the Curriculum

A highly personalised curriculum is offered to each student, so that they can develop the skills and knowledge necessary for success. The small school supportive setting and high staff ratio enables this.

The Courtyard offers a two-tiered curriculum in English and Maths, either the GCSE courses or the Edexcel Functional Skills courses. These courses run alongside BTEC Science, King's Trust PSD and BTEC Home Cooking as the school's core academic curriculum. The Courtyard also values the importance of preparing our students to live successful adult lives. This includes studying content and developing skills in other subject areas: BTEC Hospitality, BTEC Workskills, Essential Digital Skills, LAMDA Drama, Music Production, WJEC PE, GCSE History, BTEC Art & Design, BTEC Plant Care, Independent Life Skills and Relationship, Sex and Health Education (RSHE).

Teaching staff are trained specifically to work with and ensure the academic, social and emotional progress of Autistic students. Lessons are planned and delivered to enable each child to achieve their potential.

Students are grouped carefully in order to maximise their learning opportunities. Attention is paid to previous academic performance, social and communication skills, areas of personal interest and also learning support need.

Literacy and numeracy skills are planned across curriculum areas. Additional support is given to those that fall below the baseline expected for their age.

Running alongside the subject specific curriculum offer is the Courtyard's SCERI curriculum. SCERI (**S**ocial **C**ommunication, **E**motional **R**egulation, **I**ndependence) is a series of short-term specific targets designed to develop the student's competencies in areas known to be challenging for Autistic individuals. Students are set targets each half term and are supported to make progress and achieve in all areas of school life; in the classroom, in social situations, and with the support of parents, at home and in the wider community. Progress towards achieving the SCERI targets is supported, monitored and evaluated.

Teaching and Learning

All staff are highly trained thus enabling students to learn both in the mainstream and in special classes. Teaching staff are trained to work with our students and plan lessons that enable each child to achieve their potential. Additional adults are used to help groups or individuals learn to engage and progress independently.

Quality of Teaching and Learning is monitored formally on a termly basis and snapshots taken each day by the Senior Leadership Team.

Behaviour and Safety

The responsibility for the overall Behaviour and Safety of the students at The Courtyard lies with the Headteacher. However, day to day monitoring and promotion of positive behaviour is carried out by the Assistant Head: Pastoral and the Heads of Key Stages. The Leadership Team operate an 'open door' policy to their office spaces, where students can seek advice, share their concerns or anxieties and discuss any others issues that might occur during the school day.

The school has a very clear policy on bullying which can be viewed on our website. Students can report concerns to their Form Tutor, Class teacher or any member of the SLT. They can also use the 'report bullying' form on the Contact Us page on the school website. Breaks and lunch-times are supervised by trained staff and vulnerable groups are monitored at all times.

A pastoral support programme can be accessed by individuals who find developing their social, communication and language skills particularly challenging. The school also provides a therapeutic support programme, provided by external agencies on an individual assessment basis.

An extensive enrichment programme is supplied throughout the curriculum offer, alongside activities at lunch time and after school. The aim of this is to provide a supportive environment for students to develop their social interaction skills.

The school curriculum has a clear focus on 'preparation for adult life' thus developing the skills in the students to enable them to become active citizens within their community.

Pastoral Care

One of our primary aims is to ensure the welfare and safety of every student. Each student at The Courtyard School has an Individual Education Plan (Appendix A) which is written in collaboration with the student, parents/carers and the school, detailing how their emotional, social and education needs, described in their Education and Health Care Plan (EHCP) will be met.

All students are allocated a Form Tutor who meets with them regularly to talk about developments in their academic, personal and social lives. When appropriate, students are offered guidance and counselling to help them with all aspects of their school experience

both academic and social. Any difficulties, whether they originate inside or outside The Courtyard, are tackled sympathetically and positively.

All students take part in Form Tutor time. This is a KS4 & KS5 structure, meaning that each group has members of similar ages. The focus of these daily sessions is to develop the students social and communication skills via the school's SCERI Curriculum. Form groups also access resources produced by the Votes for Schools programme, developing their knowledge and understanding of current affairs and British Values.

The Courtyard School holds weekly assemblies where the focus is on the students' spiritual, moral, social and cultural (SMSC) development. Our aim is to support each student so they can develop the skills and knowledge necessary to live happy and fulfilling lives.

Accessibility to Premises and Facilities

The Courtyard can be accessed by all visitors.

The premises have secure access and visitors can be supported to access the building by The Courtyard staff, should they require.

Accommodations will be made to the teaching space as is necessary for each individual case.

We adhere to the Equality Act 2010.

Safeguarding

The Courtyard works with the following external agencies:

- Islington CAMHS
- Islington Educational Psychologists
- Islington Speech and Language Therapy
- Islington Occupational Therapy
- Physiotherapy (if appropriate)
- Art Therapy
- Social care teams in Islington and surrounding boroughs
- SEN team in Islington and surrounding boroughs

All services are subject to referral from parents, the Safeguarding Officer, Assistant Head: Pastoral or SENCo. Written consent is always sought from the parents/carers before any assessment is made (unless an emergency safeguarding referral). Services assess the young person, work with the families and provide advice to The Courtyard on how to best support the student.

Transition

Students transition to the Courtyard occurs over a period of a 4/6 weeks to ensure that any new student is as prepared as possible for their educational move to the school. This transition is personalised to the individual and involves the student, their families, their current educational provision, the LA and any external services working with the child.

Students transitioning to other educational providers are supported to do so by the Deputy (Safeguarding & Engagement), the Head of 6th form and the SENCo, with information on progress and attainment in all areas shared as appropriate.

Regular communication will take place with the parents/carers as necessary to enable the student to successfully transition to the school.

Evaluating the provision

The effectiveness of the provision is evaluated using the following measures:

• Teacher's planning that reflects individual learning outcomes for all students

• Review of IEP (Appendix A) targets with students and parents/carers

• Discussions on progress towards targets between Form Tutor and students on a weekly basis

• Measuring progress against individual targets

• Stakeholder surveys

• Feedback from external agencies

• Use of 'parent view' on the Ofsted website

• Monitoring and evaluation programme

• Headteacher reports shared with the Governing Body

• School self-evaluation

• School Development Plan

• External evaluations and inspections