

SEN Information Report

Head Teacher: Catherine Tumman	SENCo: Emma Painter-Evans	
Contact: 01949 844440		
SEN Policy: https://www.theplaceindependentschool.co.uk/policies-and-documents		

Who can I talk to about my child's Special Educational Needs or Disability? Who is in charge of SEND at the school?

Our SENCo is Mrs Emma Painter-Evans. However, you can also speak to Miss Julia Whitesides (Assistant Head Teacher) or Mrs Cate Tumman (Head Teacher). The person responsible for overseeing the provision of young people with SEND is the head teacher.

At The Place Independent School we strive to achieve the highest standards to support young people with Special Educational Needs and Disabilities (SEND). We promote an inclusive educational environment in which we support and encourage all young people to reach their full potential. Quality first teaching is vital. However, for some children there are occasions when further additional support may be needed to help them achieve their targets. To do this, steps may be taken to support young people through their learning journey. This may include, as required, additional adult support, interventions, and collaboration with outside agencies.

How does the school identify and assess students with Special Educational Needs?

Due to the nature of our school, many of the young people on role will already have an identified special educational need(s) which fall into one or more of the four broad areas of need:

1. Communication and interaction (C&I)
2. Cognition and learning (C&L)
3. Social, emotional and mental health (SEMH)
4. Sensory/physical (S&P)

They also may well have an Education and Health Care Plan (EHCP). However, for any young person not already identified with a special educational need, the school will follow good practice in line with the SEN code of practice. The definition for SEN from the SEN Code of Practice (2014) states:

- **Special Educational Needs:** *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.*
 - *A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.***
 - *Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.*
- **Disability:** *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes*

sensory impairments such as those affecting sight, hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Termly assessments, both academic and emotional, are undertaken and this helps to identify progress, as well as for those who are not making expected progress areas of difficulty. Effective assessment and provision can then be discussed, secured and reviewed in partnership with parents/carers, the young person, teaching and support staff and appropriate external agencies.

Written parental consent is required to involve any additional external agencies whom may be required in helping to support a young person and their identified SEND. For example, that may be a specific intervention delivered direct to your child, or maybe an assessment.

All information from outside agencies and professionals will be shared with you in person or via written reports. The school will share any new assessments and support strategies suggested by the outside agencies with you. You will be informed if a new support measure is put in place.

What provision is available to support students with Special Educational Needs?

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Staff are kept fully informed of the special educational needs of pupils in their charge. For example, by sharing and having access to key information prior to entry, their EHCP, progress reports and teacher feedback and any other reports provided from external agencies e.g., health.

The school has a support team of skilled teachers and teaching assistants, who provide in-class and individual support to young people on role. All staff have information on the nature and degree of young people's specific needs and adopt the PLACE model in their approach with young people.

Students are provided with high quality teaching that is differentiated to meet the needs of all learners and provided with reasonable adjustments as required to help overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

Where necessary an individual or group of young people will receive targeted support and intervention to support their development and progress.

These are some of the support systems currently being offered in our school:

- Daily meet and greet and morning club
- Weekly 1:1 keyworker session
- Development of 5-point scale
- Sensory input e.g., fidgets, sensory circuits.
- Writing aids e.g., pencil grips, writing slopes, posture cushions
- Alternate means of recording e.g., scribe, word processing.
- Use of visual prompts and symbols
- Supervised breaks and lunch
- Extra time for completion of tasks
- Liaison with Local Authority Support Services and Health partners e.g., SEND Team, Virtual Schools Team, Autism Team, Educational Psychologist, Behaviour support team, Speech and language Therapy (SALT), Child and Adolescent Mental Health Service (CAMHS), Occupational therapy (OT).
- Use of specialist equipment as advised by external agencies
- Identified staff provided with training from specialists
- Personalised 'My plan' and risk assessment

How is extra support allocated to students and how do they progress in their learning?

Your child is the responsibility of his/her class teacher. They plan, but won't always deliver, your child's lessons and learning and detailed lesson feedback is provided by the staff member who delivered the lesson to allow assessment of learning and support next steps and future planning requirements.

Termly teacher assessment tracks your child's progress. Termly achievement targets are set from your child's baseline. We recognise that children progress at different paces and our schools' assessment matrix allows young people to demonstrate and celebrate small step progress.

The SENCO co-ordinates the relevant support for children with SEND. This includes, if required, additional adult support, interventions, tracking and collaboration with outside agencies.

We know when a student needs help if:

- Concerns are raised by parent/carers, external agencies, teachers, support staff, the student's previous school or the student themselves, regarding concerns relating to inadequate levels of progress.
- Screening, such as that completed as part of their transition phase to us or as a result of a concern being raised, indicates a gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the student indicates that they may have additional needs.

Some pupils may access additional funding. One example may be through the Adoption Support Service. Other funding and resources is also available for some via Pupil Premium Plus funding. This is allocated by the local authority to provide additional targeted support to improve the child's learning and progress. At The Place Independent school, we use this in a range of ways for example, this could be for an assessment from an external agency e.g., sensory assessment and supporting resources, assistive technology e.g., a laptop or Kindle to support engagement, or to purchase an evidence-based intervention e.g., to boost literacy and /or numeracy skills. This is identified on an individual basis and agreed with the stakeholders involved with the young person.

How will I know my child is doing well and how will you help me support my child's learning?

At the end of each school term i.e., Autumn, Spring and Summer, you will receive an end of term school report to inform you of how your child has performed e.g., attendance, teacher assessment, behaviour and overall summary.

At the end of each year your child will also be provided with their 'I can' folders which contains samples of their work, achievements, and any certificates they have achieved over each term to celebrate successes.

In the interim, review meetings may also take place depending on your child's situation and agencies involved e.g., Review of arrangements, Personal Education Plan reviews, Annual review, which allows parent/carers, the young person and any other agencies involved to discuss progress and devise next steps as required.

Weekly keyworker session feedback is also provided by your child's keyworker following the session, which provides an overview of your child's week and any relevant information you need to be aware of e.g., details of incidents, upcoming events. Your child's keyworker is also available should you wish to contact them at the end of a day.

Encouraging your child, praising achievements, and supporting your child with completion of homework tasks, as well as encouraging them to read at home little and often, and reading to them, is a great way of supporting

your child's learning. We also have the English and Maths parent handbooks (within your welcome pack) with useful websites and resources.

Your child's keyworker, subject teachers and the SENCO are also available to signpost you to any relevant support organisations or websites that could assist you.

What opportunities will there be for me to discuss my child's progress?

We hold an annual parent's evening in the summer term to discuss your child's progress and any concerns you may have, as well as any strategies/activities you can do at home to support your child's learning.

This opportunity also applies during review meetings held, as applicable e.g., Annual review of Education and Health Care Plan. Personal Education Plan reviews, review of arrangements. All information from outside agencies and professionals will be shared with you in person or via written reports. The SENCO will share any new assessments and support strategies suggested by the outside agencies with you. You will be informed if a new support measure is put in place.

Your child's Keyworker and/or subject teachers will be able to support or answer any queries you might have regarding your child. However, the SENCO, who has responsibility for inclusion, or the Headteacher are available to arrange an appointment to meet with you to discuss your child's progress or any concerns/ worries that you may have.

What support will there be for my child's overall well-being, emotional and social development?

As an attachment sensitive service, we utilise PLACE principles (Play, Love, Acceptance, Curiosity and Empathy) to help meet the needs of children. We aim to support young people to access a broad curriculum, enveloped in the PLACE attachment model to help them educationally as well as socially, developmentally, emotionally and psychologically.

All of our young people will be supported by the school's pastoral systems and encouraged and supported to achieve their full potential in all aspects of school life.

All of our young people are supervised and supported during unstructured times e.g. break and lunch, as this is an area that young people can find difficult. Alternative small group opportunities within the school can also be actioned to develop their social interaction skills.

Each young person is allocated a key worker whom they meet with each week, as part of their timetable, for a keyworker session to discuss how things are going, academically and emotionally, and any key aspect/topic that may need to be addressed and skills developed, as well as being an opportunity for your child to share their views, as well as raise and discuss anything that may be on their mind.

Also, part of the school timetable includes a weekly PSHE session, which covers such things as friendships and relationships, bullying, to smoking and drug awareness for our older learners.

School may consult with The Place companies' therapeutic team and/or CAMHS and young people may also access support from one of these services, or another external agency to support their social, emotional and mental health.

How will my child be able to communicate and contribute their views?

We aim to create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular opportunities between pupils and their teachers/teaching assistants and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g., membership of the School Council.

All young people are encouraged and provided the opportunity to contribute and share their views, regarding whole school matters or individual/personal wishes. These can be done via our whole school pupil views form and/or young person's views forms prior to review meetings. These are completed with their keyworker or other familiar/key adult and sometimes sent home to for the child to complete with their parent/carers.

Where possible, and appropriate, young people are encouraged to attend their review meeting, even if only for a short/manageable amount of time and can select an adult to be their voice and share their views on their behalf. Prior to meetings your child and their keyworker will complete a young person's views form or discussion. For example, a one-page profile, for the child to identify their abilities and strengths, their personal aims and how they can be supported and any action they require to be taken by school or others to reduce barriers to learning and social success.

Weekly keyworker sessions also allow our young people to share their views in a less formal manner.

We also have a Student Council, which your child may like to be a part of, who meet regularly to gain students views about school matters etc. Your child may not wish to be on the school council but can share their views with a member to be shared on their behalf.

What other agencies work in partnership with the school to improve progress and support my child with Special Educational Needs?

The Place Independent School liaise with Local Authority Support Services and Health Partners. For example, the SEN Team, Virtual Schools Team, Autism Team, Educational Psychologist, Behaviour Support Team, Speech and language Therapy, Child and Adolescent Mental Health Service.

How are students supported in making a positive transition to their next school or phase of education?

All young people are encouraged and provided the opportunity to be involved in their transition process.

On entry:

Meetings are held with relevant agencies, school, and parents prior to admission to our school wherever possible, or during transition times to ensure school are aware of any additional needs so that provision can be put in place and a transition support plan can be devised.

Successful transition is ensured through transition days with visits for the young person and parents/carers to meet key staff in school, and a phased transition plan, which is flexible, to suit the needs of the child and support success.

If students are transferring from another setting, the previous school records will be requested immediately.

Transition to the next school:

The annual review, particularly those in Yr5, Yr8 and Yr10, for those with an EHCP begins the process where parents are supported to make decisions regarding next phases of education e.g., what this could look like and

where this may be.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

Accompanied visits to other providers may be arranged as appropriate.

Where a new school is identified, school will share relevant information e.g., most current end of term report with academic progress, 'My plan' and 5-point scale. Also, liaison with the new school SENCo or relevant staff will take place to discuss the needs of the student to help ensure an as smooth a transition as possible.

Once confirmation is made that the student has been enrolled at another school their school records will be transferred.

Preparation for adulthood and independent living:

The Careers and PSHE curriculum will support pupils in their awareness and development of key skills. Students may also be supported by their keyworker as part of keyworker sessions to develop life skills and career options e.g., work experience.

Where a student has an EHCP, all reviews of that plan from Yr9, at the latest, will and onwards include a focus on preparing for adulthood, including employment, independent living, and participation in society.

Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk>

How is the school accessible to students with Special Educational Needs or Disabilities?

We take consideration regarding the décor of the school and try to keep visual stimuli to a minimum whilst still trying to make the school and classrooms welcoming and celebrate children's work.

The school building has wheelchair access from the car park and all of our classrooms located at ground floor level are accessible, but there are some problems for wheelchair users to access/exit the school independently due to the ground surface e.g., grass, stone and woodchip due to our grounds and being located on an old farm.

Any person with a visual impairment may also potentially find it difficult to navigate the school building.

Consultation and support would be sought from specialist external agencies if a risk assessment were needed, and any additional adjustments or curriculum was required to support a child.

We have a first aid room in order to enable a safe place for such things as insulin testing/injections and to store any medication as necessary.

All children have access to sensory input e.g., sensory circuits, sensory diet in their learning area.

Our Accessibility Plan is available via the school website for further details.

What training and development is there for staff supporting students with SEND?

All staff, as part of their induction, complete a compulsory programme of online courses and attend Attachment and PLACE model training. They are also provided, as part of their induction folder, with information on various SEND e.g., dyslexia, autism, behavioural difficulties, sensory processing difficulties, as well as information on Attachment.

Additional training may also be offered as part of the schools INSET day programme or as required/identified e.g., differentiation, phonics, specific SEND, Lego Play, Theraplay.

Whole school CPD is stored and available for all staff on our electronic system as well as a wealth of

resources on SEND and support strategies and activities. We also have a library of books for staff to access.

The Senior leadership team share strategies of support with the staff team following multi agency meetings, and the team regularly discuss and share strategies for young people. For example, during whole team meetings, and weekly strategy meetings led by our Positive Behaviour Lead.

The SENCO also attends regular network meetings and training.

What is the Local Offer? Where can I get information on the Local Authority's Local Offer?

A Local Offer gives children and young people with special educational needs or disabilities and their families information about what support services the local authority think will be available in their local area. Every local authority is responsible for writing a Local Offer and making sure it is available for everyone to see.

Every local authority must have a Local Offer that is available on the internet and must make sure that people without access to the internet can also see it. The local authority must tell children and young people and their families how they can find out more about the Local Offer.

You can find out more about the changes to your special educational needs or disability support and the Local Offer by:

- Talking to an impartial information, advice and support service. Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network>
- Getting in touch with your local authority. You can find their contact information on the GOV.UK website: <https://www.gov.uk/find-your-local-council>

Who can I contact if I need further information?

If you require further information about the provision for SEND at The Place Independent School please talk to the Special Educational Needs Coordinator (SENCO), Deputy Head Teacher or Head Teacher.

How can I raise concerns if I need to and with whom?

If you have any concerns about your child's progress, you should speak initially to your child's class teacher. They will address your child's needs through the normal school procedures.

If your child is continuing to cause you or the school concern, then they may be referred to the SENCO for further investigation.

If you are not happy that the concerns are being managed and that your child is still not making progress you should ask to speak to the SENCO or the Headteacher.