

The Southover Partnership School SEN Information Report 2018

Date Adopted	April 2016
Date Reviewed	April 2018
Next Review	April 2019 or in line with national guidance updates

Section 1

What kinds of Special Educational needs does Southover Partnership School make provision for?

We offer full time education and short-term day respite placements for children with statements and Education and Health Care (EHC) plans, usually on the autistic spectrum, or with social, emotional or mental health needs. Learners come from diverse settings; many have a history of disrupted and /or limited schooling.

Section 2

How does the Southover Partnership School identify and assess my child's special Educational needs?

Every young person at the school has a Statement of Special Educational Need or an Education, Health and Care Plan. These are reviewed annually. Pupils admitted to the school usually have experienced a very fragmented education and often arrive without prior assessments. Once part of the school, progress is monitored on a half termly basis. On admission, new students undergo an induction period during which they are assessed against their own prior learning.

The school works closely with Therapists and external agencies to identify the holistic needs of every child and keep track of changes in need.

Section 3

a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

We have a robust system of reviewing our provision each term using The Ofsted framework of self-evaluation. This includes looking at:

1. Pupil achievement
2. Behaviour and safety
3. Leadership and Management
4. Quality of Teaching

The Trustees are involved in this process and receive regular reports through the head teacher.

Additional provision such as equine therapy and additional funding such as pupil premium are identified and tracked to ensure the impact is effective.

b) How do I know how well my child is doing at school?

We meet with parents and carers each autumn term to hold a structured conversation and to discuss the curriculum and targets for your child. We discuss progress at Annual Reviews and our expectations for your child. Each termly report is followed by meetings with parents is appropriate. We communicate regularly through e mails, phone calls and the termly school newsletter. In addition to the Annual review parents and carers will also receive a termly written report.

c) How will staff support my child? How will the curriculum be matched to my child's needs?

Your child will initially have their needs identified through their statement or EHC plan. We constantly review this and using our expertise and experience will identify when and where additional support may be needed.

We have very high expectations of pupil progress and attain this by creating a team of specialist staff to support each child. We often work with 2 adults to 1 child, up to a maximum of 4 students per group. Each student has a Key Worker and, in addition to being subject specialists, all of our staff have a thorough knowledge of child development and attachment theory, which underpins our approach to learning and provision at The Southover Partnership School. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, and other specialists where and when appropriate.

d) How do you adapt the curriculum?

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum and both the timetable and Curriculum are reviewed annually to ensure compliance with current legislation and guidance and taking into account best practice within special needs education. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the 14-19 Curriculum. Some subjects are taught discretely while others are covered via a creative curriculum approach. We endeavour to provide opportunities for pupils who are identified as having a gift or talent to develop their skills and abilities in that area. The curriculum is personalised for each student, targeted to their profile and planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.

e) How is the decision made about the level of support my child receives?

Your child will initially have their needs identified through their statement or EHC plan. We constantly review this and using our expertise and experience will identify when and where additional support may be need. For example, Equine Therapy.

f) How will my child be included in activities outside the school curriculum including trips?

No child is excluded from activities at The Southover Partnership School in line with our obligations under the Equality Act 2010. Every child has the opportunity to access trips including an annual residential if parents wish. Provision is again highly differentiated and if for example on activity is not deemed appropriate alternative activities are organised.

g) What support is there for my child's overall well-being?

At Southover Partnership, we review our safeguarding policy and practices formally on an annual basis and make adjustments in the interim as and when regulations and practices change. Personal Care is conducted discreetly and with dignity and fostering independence whenever possible.

We work closely with medical practitioners if your child has a health need and will discuss with you a Health care Plan and administration of prescribed medication. We also work closely with social services and the children with disabilities teams in relevant Local Authorities as needed. We also work closely with CAMHS child and adolescent mental health services if your child needs that level of support.

Therapeutic activities are embedded in our curriculum through creative arts such as drama, art and photography as well as equine therapy, outdoor learning and horticulture. These provide emotional and personal development for our learners. We also have access to a wide range of therapeutic services and specialists which allows us to build a holistic team around the child according to their individual needs.

Sections 4 & 5

What training is provided for staff supporting children and young people with SEN?

We employ a range of qualified teachers, tutors and teaching assistants to ensure the needs of our young people are met.

Our staff receive training on a regular termly basis to update their skills and expertise. Training topics include but are not limited to the following:

Autism

Attachment theory

Effective communication

Safeguarding

Positive handling

First aid

Sensory Needs and OT

Section 6

How accessible is the Southover Partnership School?

The ground floor and garden of the school are fully accessible. Young people and parents/carers with mobility difficulties are accommodated on the ground floor.

Sections 7 & 8

How are Parents involved in the school? How can you get involved and who should you contact? How do Parents and children get involved in their education?

We meet with all prospective parents before a young person joins the school to ensure the best possible transition to Southover.

Parents are involved in their child's progress through the Annual Review Termly Reports and further termly meetings as required.

Our students are involved in setting and discussing their own targets where appropriate

For further information our website is regularly updated with upcoming events or alternatively please contact our school office.

Section 9

What do I do if I have a concern about the school provision?

We encourage parents and carers to contact the school by e mail, phone or in person if they have any concerns. In the first instance, a parent/carer will contact the office or the Deputy Headteacher on the site where their child is educated. In the unlikely event that your concern is not resolved then please contact the Headteacher and, if necessary, our Chair of Trustees

Ultimately parents have recourse to the Secretary of State at the time in the situation still context be resolved.

Sections 10 & 11

What specialist services and expertise are available at or accessed by the school?

We work closely with the following to support your child's needs.

All Therapy services including: Physiotherapy, Occupational Therapy and Speech and Language Therapy.

Specialist services including Hearing impairment, Visual impairment and the educational Psychology services, Equine Therapy, CAMHS (Child and Adolescent Mental Health Services, Social Services), Children with Disabilities team.

Your child will need a Statement of Educational need or an Education Health Care Plan before being considered for admission to our school. Your point of contact to discuss this is your Local Authority SEN (Special Educational Needs) team.

Section 12

How do you prepare my child for joining your school or transferring to another school?

We offer a Structured Induction to your child once they are referred to us.

When the time comes for your child to move on we will liaise with the receiving college or work placement and follow their transition process.

Section 13

Where can I get further information about services for my child?

Visit your local authority website and search for their SEN Local Offer or contact their SEN section directly. You can also find useful information and guidance on the government's website and various SEN parent support sites and organisations.