

Purbrook Park School

Enjoy Enrich Excel



Special Educational Needs and Disability Information Report

Co-ordinator: Kelly Morrison-Johnson

Start date: September 2023

Review date: September 2024

Mission

Purbrook Park School values every child and their right to a good education. Purbrook Park School seeks to provide a secure, inclusive and academically challenging environment where all young people will achieve their full potential, regardless of any difficulty they may have in accessing the curriculum.

We endeavour to integrate all pupils with a wide range of special educational needs as fully as possible into the educational and social life of the school, encouraging them to feel valued, happy and active members of the school community. We recognise that all staff share the responsibility for recognising and supporting pupils' special educational needs, and that a teamwork approach will provide the security and balance needed by pupils requiring extra support for their learning.

The following SEND Information report are regulations that came into force on the 1st September 2014. In these regulations "the Act" means the Children and Families Act 2014. This SEND report will address the questions asked in clause 65 of the Act.

The aims of our provision in regards to pupils with special educational needs and/or disabilities are:

- 1) To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs.
- 2) To ensure that the aims of education for pupils with difficulties and disabilities are the same as those for all pupils and that all pupils are valued equally.
- 3) To ensure that regular assessments are undertaken to assist with the identification of all pupils requiring SEND provision as soon as possible.
- 4) To make reasonable adjustments and offer high quality support for those with a disability or special educational need by acting to reduce and remove barriers.
- 5) To maximise the opportunities for pupils with special educational needs to join in with all the activities of the school.
- 6) To ensure that all pupils experience success.
- 7) To seek the views of the child or young person and take those views into account.
- 8) To request, monitor and respond to parent/carers' views and draw on the views of parents and their expertise in relation to their child.
- 9) To ensure that teachers are informed about individual pupils' needs to enable them to offer the best possible support within the classroom.
- 10) To ensure that staff are offered regular training opportunities to help them to identify and meet the needs of pupils with SEND.

What are Special Educational Needs (SEN) or a disability?

At Purbrook Park School, we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: "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 or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

What kinds of special educational needs (SEN) are provisions made for at Purbrook Park?

Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of the pupils at Purbrook Park School.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person; or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

How does the school know if children need extra help?

At Purbrook Park School a pupil may be identified as having Special Educational Needs (SEN) at any stage during their education, following the procedures set out in the Code of Practice 2014. This may be a long-term difficulty requiring continuing support or a short-term difficulty requiring a specific intervention. All staff are directed to read the SEN Register at the start of an academic year. Information from this is available on our shared area in the form of Learning Passports.

Information about your child comes from a number of sources including the following:

- Liaison with Junior/Primary schools/ previous school if there is a mid-year transfer

- All new admissions including year 7 pupils are tested in reading comprehension and spelling
- Concerns raised by parents
- Referrals made by tutors and classroom teachers
- Pupil self-referral
- Referral from an outside agency or specialist colleague
- Lead Teacher/Head of House/Raising Standards Leader concern
- Assessment data is tracked in a school-wide system and those failing to make expected levels of progress are identified quickly. They are then discussed in progress meetings that are undertaken between the class teacher and a Lead Teacher. The teacher and Lead Teacher then put in a referral form.

If a referral is raised, the Learning Support Department will:

- Gather evidence about the pupil, by asking all subject teachers to provide any pertinent data, including observations and assessments
- Gather evidence of their work
- Observe the pupil in lessons

If further investigation is required, the Learning Support Department will:

- Use a range of assessments and screening tools depending on the area of need
- Liaise with outside agencies and specialist colleagues

If those further investigations suggest a pupil requires SEND Support, the Learning Support Department, in liaison with teaching staff, parents and pupils will:

- Plan interventions and support as necessary
- Write a Learning Passport
- Review that plan as necessary

How will I raise concerns if I need to?

- Talk to us – firstly contact your child’s Tutor or House Leader
- You may also contact the Special Educational Needs Co-Ordinator, Mrs Kelly Morrison-Johnson, via email: kmorrison@purbrook.hants.sch.uk

How will school support my child?

- Our Director of Inclusion oversees all support and progress of any child requiring additional support across the school.
- The subject teachers will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. All pupils are provided with high quality adaptive teaching that is differentiated to meet their needs.

- Where it is decided that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve outcomes and attainment. Action relating to SEN support will follow graduated cycle.
- There may be a Teaching and Learning Assistant (TLA) working with your child individually or as part of a group within the classroom.
- Your child may take part in interventions provided outside the classroom. These interventions are evidence based and are monitored, adjusted and reviewed as needed.
- The regularity of these sessions will be explained to parents and young people when the support starts and regular feedback will be provided on the pupil's progress.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum
- As your child approaches their GCSEs, if we think it is appropriate, we may assess and apply for reasonable adjustments to exams and access arrangements according with the Joint Council for Qualification exam regulations and our school policy.

How will pupils be involved in decisions regarding provision that can better meet their needs?

- Purbrook Park School uses pupil centred Learning Passports. These are completed by the pupils themselves with the support of adults to identify their abilities, strengths and their aims and actions they require from school staff to reduce barriers to learning and social success. Each term this information is reviewed by the pupil.

How will parents or carers be involved?

- In the early stages of a Learning Passport being created, parents are invited in to discuss this and co-create it with the school and the pupil
- The subject teacher will meet with parents as part of the school's Parents' Evening to discuss the pupil's needs, support and progress- and review the plan in the classroom.
- The Learning Support Department have an "open door" policy and will meet with parents as and when required. We also have a termly coffee afternoon, so please drop in for a catch up.
- The SENCO or SENCO Assistant are available to discuss support in more detail if further information is required.

What is the graduated cycle?

- This is a four part reflection model: assess, plan, do and review.
 - a. Assess: data on the pupil held by the school is collated by the class/subject teacher/SENCo in order to make an accurate assessment of

the pupil's needs and barriers to learning. Parents are always invited in to this early discussion to support the identification of action to improve outcomes.

- b. Plan: A plan is put in place for intervention or actions to be taken. SEN Support is recorded on a Learning Passport and stretching, relevant academic and developmental targets are set.
- c. Do: The plan is carried out.
- d. Review: Progress towards these outcomes is tracked and reviewed at least twice a year. The plan can be tweaked, changed or continued.

How will the curriculum be matched to my child's needs?

- All work within the subject classes is pitched at an appropriate level so that all children are able to access the curriculum according to their specific need.
- Teachers plan their lessons according to the data and need of the child and all pupils benefit from personalised learning, meaning that their learning is suitable for their level of understanding, encouraging challenge and risk.
- Pupils will have set targets and support that they need in order to make progress; this information is shared with all staff so that all pupils make good progress.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment such as ICT or the use of a reading pen.

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

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has a complex need.
- If your child has a complex SEND they may be part of an Education and Health Care Plan, which means that a formal meeting will take place to discuss your child's progress and a report will be written in line with the Code of Practice 2014. We consider that parents/carers' views are a vital part of the review and therefore request your attendance at the meetings and the completion of parent view paperwork prior to the meeting.
- We also regularly send details of the interventions your child is undertaking and the progress that they are making home to parents in order to keep parents and carers updated with the progress that their child is making and the impact of the interventions or support that they are receiving.
- Parents receive a termly report from subject staff. There are Parents' Evenings across the year and parents are encouraged to attend these to ensure continuing liaison with school staff.

- The SENCo holds a termly coffee morning/afternoon where parents with concerns about SEN may drop in to have a meeting with the SENCo/ Assistant SENCo. This is advertised in our school newsletter.
- The SENCo and Assistant SENCo operate an open door policy. Parents are encouraged to arrange an appointment whenever they are concerned or have information they feel they would like to share that could impact on their child's success. You are also welcome to email them: Mrs Kelly Morrison-Johnson (SENCo)- kmorrison@purbrook.hants.sch.uk or Mrs Stephanie Welland (Assistant SENCo)- swelland@purbrook.hants.sch.uk

How does the school know how well my child is doing?

- As a school we track pupils' progress from entry at year 7 through to year 11, using a variety of different methods, including levels/grades, spelling and reading tests and formative assessments.
- Pupils who are not making expected progress are picked up through review/ department meetings with the subject teacher and the Lead Teacher. In this meeting a discussion will take place concerning why the individual pupils are experiencing difficulty and what further support can be given to aid their progression.
- Further progress tracking will be made by the SENCO and the Director of Achievement. These members of staff will also meet to discuss any pupils who are not making progress and decide what support and interventions are needed to be put in place to ensure that the pupil does make the expected levels of progress.
- When a child's Learning Passport is reviewed, we seek teacher feedback on the best strategies to use to support the child's learning and their needs.

How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at: <https://www.purbrookparkschool.co.uk/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. You may also like to follow the links to our SharePoint pages
- The class teacher or SENCo may also be able to suggest additional ways to support your child's learning
- We organise a number of parent workshops throughout the year. These are advertised in our school newsletter. They aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas about the support you would like to have access to in order to further support your child's learning, please contact the school who can point you in the right direction.

What support will there be for my child's overall wellbeing? What is

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that positive and healthy self-esteem is crucial to a child's well-

the pastoral, medical and social support available in the school?

being. We have a caring, understanding team looking after our children. As such, all of our staff deliver high quality pastoral care.

- The Raising Standards Leaders, along with the House Leaders have overall responsibility for the pastoral, medical and social care of every child in their House. Along with the Tutor they liaise with the Director of Inclusion for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- We offer an effective Personal, Social, Health Education curriculum which aims to equip pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing. You may like to contact Mrs Smith for more information rsmith@purbrook.hants.sch.uk
- The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the Director of Inclusion, with vulnerable children and their parents during the school day.
- The Director of Inclusion also chairs a weekly Pupil Welfare meeting, which includes the SENCO Assistant, Health and Wellbeing Manager and a representative from the House Leader team, ensuring that all pastoral concerns are discussed and actioned, providing the best support possible for a pupil's wellbeing.
- We have a peer mentoring scheme in Year 7 where pupils in lower school on the SEN register are paired with responsible upper school pupils. We use restorative justice techniques.
- Purbrook Park School is mindful of the need to safeguard the wellbeing of all pupils and management of First Aid is delivered by a fully qualified member of staff.
- If your child finds unstructured times like break and lunchtime difficult, we provide several safe areas around the school where they can have support such as in The John Baker Suite, The Nurture Room and the SEN Classroom.

How does the school manage the administration of medicines?

- Parents should contact the House Leader if medication is recommended by Health Professionals and is to be taken during the school day.
- On a day to day basis the School Nurse oversees the administration of any medicines. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines.

How does the school support those with medical needs?

- Pupils with medical needs are provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents, and if appropriate, the pupil themselves

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- Due to our robust pastoral structure, pupils are able to see the House Leaders during the school day, as the House Leaders do not have teaching commitments, which ensures that they are on hand to support pupils, as and when they need it.
- The House Leaders work closely with the Director of Inclusion to ensure that any well-being issues are dealt with immediately and that the progress of the pupils is unhindered.
- If a child has behavioural difficulties the Director of Inclusion will support and put in place strategies to support behaviour in school.
- After any behaviour incident, we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- Attendance of every child is monitored on a daily basis by the House Leaders. Punctuality and absence are recorded and reported upon to the Director of Inclusion. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

How will my child be able to contribute their views?

- We are a Rights respecting school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School's Pupil Voice Meeting (School Council) which has an open forum for any issues or viewpoints to be raised.
- Children who have Learning Passports, discuss and where necessary set their targets with the SENCO and/or SENCO Assistant.
- There are letter boxes in the Pastoral Hub area, for pupils to use whenever they feel they would like to suggest or tell an adult something. We actively seek the viewpoints of children.
- As the House Leaders are readily available, pupils are also encouraged to discuss any concerns, worries or suggestions with their House Leader.
- If your child has an Education and Health Care Plan, their views will be sought before any review meetings and they may be invited to attend. They will contribute to the setting and reviewing of their targets.
- We have a range of activities which pupils can take part in which include:
After school enrichment activities and team sports
Prefect team (from Year 11)
House Captains
Sports Captains
STEM activities
Paired Reading and Peer tutoring

What specialist services and

- We liaise with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention;

expertise are available at or accessed by the school?

Hampshire's Specialist Teacher Advisers, Health professionals including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

What training have the staff supporting children with SEND had or are currently having?

- Our SENCO is a qualified teacher with a great deal of experience. She is currently completing the National SENCO award and has completed the CPT3A for access arrangement assessing. She is a registered test user for the British Psychological Society.
- The SENCO Assistant is a qualified HLTA and has completed the NVQ3 in Teaching and Learning and attends all other relevant training supplied by Hampshire Teaching and Learning College.
- We have a member of staff trained as an ELSA
- Another member of staff is ELKAN trained in delivering Speech & Language programmes from Speech & Language therapists
- We have staff trained in the delivery of the "Thinking Reading" programme which teaches phonics, decoding and reading to fluency at a 1:1 level.
- We have a continuing programme of development relating to the support of pupils with SEND in the mainstream classroom, as well as on first aid, child protection and safeguarding.
- Last year, staff training was provided on:
 - How to support pupils with dyslexia and literacy difficulties
 - How to support pupils on the autistic spectrum
 - How to build metacognition in the classroom
- Enhanced training was provided to the teaching assistants on effective provision in the classroom through the MITA project.
- The SENCo and Director for Inclusion, along with the Headteacher were part of a local project looking at Speech, Language and Communication needs as well as a project to Maximise the Potential of Teaching Assistants.
- At the start of every year, staff are trained on how to access and use the SEN Register, and how to find SEN information relating to our pupils.
- Advice and guidance from outside agencies is shared with teaching staff on a regular basis through our staff briefings and via updated Learning Passports for individual pupils.
- In the last year, specialist training has been provided to the SENCo on:
 - Autism in the classroom
 - Speech and Language
 - The SEN Coordination Award
 - JCQ Assessment Guidelines

How will my child be included in activities outside the classroom including school trips?

- All children are encouraged to be fully involved in all areas of school life. We aim for all children to be included on school trips. We will provide the necessary support to ensure that this is achieved. We work closely with Hampshire County Council where there are complex needs to consider.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety.
- The school ensures that it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

How accessible is the school environment?

- Our school has gone through huge construction works in the last ten years, which ensures that the environment is more accessible to all. We are currently including more accessible facilities in our toilets and changing rooms.
- Steps have been edged with yellow to ensure they are easier for those with visual impairments to navigate
- The school has a disabled toilet, including shower facilities.
- The school has a disabled parking space and can facilitate parent drop offs for disabled pupils at the front of the school in two separate areas.
- The school hall has hearing loop facilities.
- We liaise with EMTAS (Ethnic minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language.
- We liaise with the specialist teacher advisory service to make reasonable adjustments to make activities and the school environment accessible

How will the school prepare and support my child when joining the school, moving onto College or transferring to a new school?

- Purbrook Park School have a well-established transition programme to support the transition of pupils from KS2 to KS3 and from KS4 to KS5.
- All new pupils are invited to visit the school prior to starting, when they meet their tutors and are shown around the school.
- We liaise with our feeder schools to ensure that information is passed over. The SENCo will also arrange a "Transition Afternoon" where our feeder schools are invited in to discuss pupils' needs.
- The school offers pupils on roll a broad and comprehensive bespoke Careers provision, designed by Mrs Hinks (jhinks@purbrook.hants.sch.uk)
- When children are prepared to leave us for further education, typically to go to college, we arrange additional visits to collect and meet with the Careers Advisors, who complete a moving on plan for the SEND pupils.
- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or Annual review will be used as a transition meeting during which we will invite staff from both schools to attend.
- 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://nationalcareers.service.gov.uk/> or examine options identified in the local offer published by the local authority which sets out details of SEN Provision- including the full range of post-16

options- and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

- Where a pupil has an EHCP, all reviews of that plan from Year 9 onwards will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How are the school's resources allocated and matched to the pupil's SEND needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources. We ensure that all children who have Special Educational needs have these met to the best of the school's ability with the funds available. The school allocates their resources on a variety of pooled resources, including staffing.
- The budget is allocated on a needs basis.

How is the decision made about what type and how much support my child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at a meeting when the graduated cycle begins.
- The subject teacher alongside the SENCO and Director of Inclusion will discuss the child's needs and what support would be appropriate.
- Department Meetings will have an allocated time in each meeting in order to discuss Disadvantaged pupils and SEND pupils and the progress these pupils are making.
- The Lead Teacher along with the Director of Inclusion discuss what interventions may be put in place in order to support the pupil.
- For pupils with an EHCP, this decision will be reached in agreement with the parents when the EHCP is being produced or at an annual review.

How do we know it has had an impact? How will the school evaluate the effectiveness of the provisions made?

- We follow the Assess, Plan, Do, Review model.
- Through data tracking, both qualitative and quantitative, we can analyse the impact of interventions and support
- By reviewing the pupil's targets on their Learning Passports, we can reflect upon how well the targets are being met
- Regular Pupil Progress meetings with Lead Teachers, SENCo and SLT take place.
- Verbal feedback from the teacher, parent and pupil is also considered.
- Pupils may be taken off of the SEN register as appropriate.

Who can I contact for further information?

- The first point of contact should be your child's tutor or classroom teacher who may refer your concerns to another member of staff if necessary.

- Who should I contact if I am considering whether my child should join the school?***
- Contact the school and speak to Mrs Gillian Raymond, Admissions Team Administrator (graymond@purbrook.hants.sch.uk)
- Who is the SENCo?***
- The Special Educational Needs Co-Ordinator is Mrs Kelly Morrison-Johnson. She can be contacted via email: kmorrison@purbrook.hants.sch.uk
- How are the Governors involved and what are their responsibilities?***
- At Purbrook Park School, the Chair of Governors is responsible for SEND.
 - The Director of Inclusion and Chair of Governors complete a SEND review, once per half term, auditing books, planning, marking and observing teachers, ensuring the needs of all pupils, including those with SEND are met and progress by the pupils is being made.
 - The SENCO reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual pupils and confidentiality is maintained at all times.
 - The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.
- What support services are available for parents of pupils with SEND?***
- The local offer website for Hampshire offers a wealth of information: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>
 - If you live in Portsmouth, their local offer website is: <https://portsmouthlocaloffer.org/>
 - Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND: <http://www.iassnetwork.org.uk/>
- What do I do if I have a complaint?***
- The school's complaint procedures are set out on the school website.