

# Purbrook Park School



## SEN and D Information Report

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

We shall endeavour to integrate 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 SEN and D Information report are regulations that come into force on the 1<sup>st</sup> September 2014. In these regulations "the Act" means the Children and Families Act 2014. This SEN and D report will address the questions asked in clause 65 of the Act.

<p>How does the school know if children need extra help and what should I do if I think my child has special educational needs?</p>	<p>At Purbrook Park School children are identified as having SEN through a variety of ways including the following: -</p> <ul style="list-style-type: none"> <li>• Liaison with Junior/Primary school</li> <li>• All new admissions including Year 7 pupils are tested in reading comprehension and spelling.</li> <li>• Concerns raised through parents</li> <li>• Referrals made by tutors and Subject Leaders.</li> <li>• Liaison with external agencies</li> <li>• Health Diagnosis through Health Professional.</li> </ul> <p>If a referral is raised the Learning Support Department will: -</p> <ul style="list-style-type: none"> <li>• Gather evidence about the pupil, by asking subject teachers to provide evidence of the pupils work and attitude towards learning.</li> <li>• Evidence of their work in the pupils exercise books.</li> <li>• Observing the pupil in lessons.</li> <li>• Screening the pupils for Dyslexia</li> <li>• Testing the pupils reading and spelling ages.</li> </ul>
<p>How will I raise concerns if I need to?</p>	<ul style="list-style-type: none"> <li>• Talk to us – firstly contact your child's Tutor, Year Leader, SENCO Assistant or the Director of Learning - Inclusion and SENCO.</li> <li>• We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope they are able to do the same with us.</li> </ul>

<p>How will school support my child?</p>	<ul style="list-style-type: none"> <li>• Our Director of Learning - Inclusion and SENCO oversees all support and progress of any child requiring additional support across the school.</li> <li>• 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.</li> <li>• There may be a Teaching and Learning Assistant (TLA) working with your child individually or as part of a group within the classroom.</li> <li>• Your child may take part in interventions provided outside the classroom and the pupil may be removed from lessons or tutor time in order to boost attainment during an intense intervention.</li> <li>• The regularity of these sessions will be explained to the parents when the support starts and regular feedback will be provided on the pupils' progress.</li> </ul>
<p>Who will explain this to me?</p>	<ul style="list-style-type: none"> <li>• The class teacher will meet with parents as part of the school parents' evening to discuss the pupil's needs, support and progress.</li> <li>• The Learning Support Department will hold parents evenings twice per half term in order to provide informal support and updates on the pupils and their progress.</li> <li>• The Director of Inclusion/SENCo or SENCo Assistant is available to discuss support in more detail if further information is required.</li> </ul>
<p>How are the Governors involved and what are their responsibilities?</p>	<ul style="list-style-type: none"> <li>• At Purbrook Park School, the Chair of Governors as well as another Governor is responsible for SEND.</li> <li>• The Director of Inclusion/SENCo and Chair of Governors complete a SEND review week, 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.</li> <li>• The Director of Inclusion/SENCo reports to the Governors every half 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.</li> <li>• 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.</li> </ul>
<p>How will the curriculum be matched to my child's needs?</p>	<p>What are the school's approaches to differentiation and how will that help my child?</p> <ul style="list-style-type: none"> <li>• All work within the subject classes are pitched at an appropriate level so that all children are able to access the curriculum according to their specific need.</li> <li>• Teachers plan their lessons according to the data and need of</li> </ul>

	<p>the child and all pupils benefit from personalised learning, meaning that their learning is suitable for their level of understanding, encouraging challenge and risk, without feeling unable to complete tasks.</p> <ul style="list-style-type: none"> <li>• Pupils will have set targets and support that they need in order to make progress; this is shared with all staff so that all pupils make good progress.</li> </ul>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> <li>• We offer an open door policy where you are welcome any time to make an appointment to meet with either the subject teacher, Subject Leader or Director of Inclusion/SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.</li> <li>• 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.</li> <li>• If your child has a complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have a Statement of Special Educational Need or 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.</li> <li>• We also regularly send details of the interventions your child is undergoing 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.</li> </ul>
<p>How does the school know how well my child is doing?</p>	<ul style="list-style-type: none"> <li>• As a school we measure children's progress in learning against national expectations are age related expectations.</li> <li>• The subject teacher continually assesses each child, though questioning in lessons, book marking and formal assessments.</li> <li>• All teachers know what the pupils need to do in order to improve progress and ensure that this is written into their lesson plans and delivery.</li> <li>• 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.</li> <li>• Pupils who are not making expected progress are picked up through review/ department meetings with the subject teacher and the Subject Leader. 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.</li> <li>• Further progress tracking will be made by the Director of</li> </ul>

	<p>Inclusion/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 need to be put in place to ensure that the pupil does make the expected levels of progress.</p> <ul style="list-style-type: none"> <li>• When a child's ILP (Individual Learning Plan) is reviewed comments are made against each target to demonstrate what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.</li> </ul>
<p>What support will there be for my child's overall well-being?</p>	<p>What is the pastoral, medical and social support available in the school?</p> <ul style="list-style-type: none"> <li>• We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.</li> <li>• The Year Leaders have overall responsibility for the pastoral, medical and social care of every child in their year group, therefore this would be the parents' first point of contact. If further support is required the Year Leaders and tutor liaises with the Director of Inclusion/SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.</li> <li>• The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the Director of Inclusion and SENCo, with vulnerable children and parents during the school day.</li> </ul>
<p>How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> <li>• Parents need to contact the Year Leader if medication is recommended by Health Professionals to be taken during the school day.</li> <li>• On a day to day basis the Year Leader generally oversees the administration of any medicines</li> <li>• As a staff, we have regular training and updates of conditions and medication affecting individual pupils so that all staff are able to manage medical situations.</li> </ul>
<p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Due to our robust pastoral structure, pupils are able to see the Year Leaders during the school day, as the Year Leaders do not have teaching commitments, which ensures that they are on hand to support pupils, as and when they need it.</li> <li>• The Year Leaders work closely with the Director of Inclusion/SENCo to ensure that any well-being issues are dealt with</li> </ul>

	<p>immediately and that the progress of the pupils in unhindered.</p> <ul style="list-style-type: none"> <li>• If a child has behavioural difficulties a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues, put relevant support in place and set targets.</li> <li>• 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.</li> <li>• Attendance of every child is monitored on a daily basis by the Year Leaders. Lateness and absence are recorded and reported to the Director of Inclusion/ SENCo. 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.</li> </ul>
<p>How will my child be able to contribute their views?</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Children who have IEPs (Individual Education Plans) discuss and set their targets with their Learning Support Assistant, Director of Inclusion/SENCo and SENCo Assistant.</li> <li>• There are letter boxes in the Pastoral Hub area, for pupils to use whenever they feel they would like to make a suggestion or tell an adult something. We actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.</li> <li>• As the Year Leaders are readily available pupils are also encouraged to discuss any concerns, worries or suggestions with their Year Leader.</li> <li>• If your child has an IPA (Inclusion Partnership Agreement) or Statement of Special Educational Needs their views will be sought before any review meetings.</li> </ul>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> <li>• Our Director of Inclusion/ SENCo is a qualified teacher with a great deal of experience; she has recently completed the National SENCO Award.</li> <li>• As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Hampshire's Specialist Teacher Advisers, Hampshire Personal Advisor (Moving on Plans/transition) Health including – GPs, school nurse, clinical psychologist, paediatricians, speech &amp; language therapists; occupational therapists; social services including - Locality</li> </ul>

	Teams, social workers and Educational Psychologists.
What training are the staff supporting children with SEND had or are currently having?	<ul style="list-style-type: none"> <li>• Our Director of Inclusion/SENCo is a qualified teacher with a great deal of experience; she has recently completed the National SENCo Award.</li> <li>• The SENCo Assistant is a qualified HLTA, completed the NVQ3 in Teaching and Learning and attends all other relevant training, supplied by Hampshire Teaching and Learning College.</li> <li>• We have a member of staff trained as an ELSA who receives regular support from the Educational Psychologist.</li> <li>• Another member of staff has had ELKAN training in delivering Speech &amp; Language programmes from Speech &amp; Language therapists.</li> <li>• We expect all our TLAs to complete the NVQ in Teaching and Learning.</li> <li>• All of our TLAs have had training in delivering reading and spelling / phonics.</li> </ul>
How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> <li>• All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.</li> <li>• A risk assessment is carried out prior to any off site activity to ensure everyone's health &amp; safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.</li> </ul>
How accessible is the school environment?	<ul style="list-style-type: none"> <li>• The school is undergoing huge construction work, which will ensure that the school is more accessible to all.</li> <li>• The school has a disabled toilet, including shower facilities.</li> <li>• The school has a disabled parking space.</li> <li>• The school hall has hearing loop facility and all staff have been trained on hearing impairment and how to use various transmitters.</li> <li>• We liaise with EMAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.</li> </ul>
How will the school prepare and support my child when joining the school, moving onto College or transferring to a new school?	<ul style="list-style-type: none"> <li>• We arrange for all new children to visit the school prior to starting when they will meet their tutors and be shown around the school.</li> <li>• For children with SEND we would arrange further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.</li> <li>• We run a programme specifically tailored to aid transition for the more vulnerable pupils.</li> <li>• The Director of Inclusion/SENCo and Year Leaders meet with the Junior school class teachers in order to discuss the pupil and</li> </ul>

	<p>ensure that strategies are transferred, making a smoother transition for all pupils.</p> <ul style="list-style-type: none"> <li>• We write social stories with children if transition is potentially going to be difficult.</li> <li>• When children are preparing to leave us for further education, typically to go to college, we arrange additional visits to college and meet with the personal advisors, who complete a moving on plan for the SEND pupils.</li> <li>• We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.</li> <li>• If your child has complex needs then an IPA (Inclusion Partnership Agreement) or Statement review will be used as a transition meeting during which we will invite staff from both schools to attend.</li> </ul>
<p>How are the school's resources allocated and match to the pupil's SEND needs</p>	<ul style="list-style-type: none"> <li>• We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.</li> <li>• We have a team of TLAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.</li> <li>• The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving the TLAs.</li> </ul>
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> <li>• The subject teacher alongside the Director of Inclusion/ SENCo will discuss the child's needs and what support would be appropriate.</li> <li>• Department Meetings will have an allocated time in each Department meeting in order to discuss Pupil Premium and SEND pupils and the progress these pupils are making.</li> <li>• The Subject Leader along with the Director of Inclusion/ SENCo will discuss what interventions may be put in place in order to support the pupil.</li> <li>• Different children will require different levels of support in order to bridge the gap to achieve age expected levels.</li> <li>• Purbrook Park School track and monitor all teaching and learning, it is essential that teachers deliver quality first lessons to all pupils, ensuring that they make good progress in every lesson and that teacher's use assessment for learning to plan interventions and differentiation for their lessons and the pupils.</li> <li>• The SEND Dept hold coffee meetings for parents to attend twice per half term, in order to discuss your child's progress.</li> <li>• We also ensure that you are kept up to date at all times about your child's progress.</li> </ul>

<p>How do we know it has had an impact?</p>	<ul style="list-style-type: none"> <li>• By reviewing the pupil's targets on IEPs and ensuring they are being met.</li> <li>• The pupil is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.</li> <li>• Regular Pupil Progress meetings with Subject Leaders, Director Inclusion/SENCo, Deputy Headteacher and the Headteacher, where progress of the pupils are discussed and interventions monitored.</li> <li>• Verbal feedback from the teacher, parent and pupil.</li> <li>• Pupils may move off of the SEN register when they have 'caught up' or made sufficient progress.</li> </ul>
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> <li>• The first point of contact should be your child's tutor.</li> <li>• You could also contact the Year Leader or the Director of Inclusion/SENCo to share your concerns.</li> <li>• You are welcome to meet the Director of Inclusion/SENCo, Mrs Claire Gissing or if she is unavailable the SENCo Assistant, Mrs Stephanie Welland.</li> <li>• Look at the SEND Policy on our website.</li> <li>• Contact Parent Partnership – <a href="http://www3.hants.gov.uk/parentpartnership">www3.hants.gov.uk/parentpartnership</a>.</li> </ul>
<p>Who should I contact if I am considering whether my child should join the school?</p>	<ul style="list-style-type: none"> <li>• Contact Mrs Tracy Fox, Senior Admin Assistant, who will arrange for you to meet with the Headteacher, Mr Paul Foxley.</li> <li>• Contact the Director of Inclusion/SENCo, who will be able to discuss your child's needs in more detail and arrange for you to come into the school for a tour and for you to look at what the school can offer your child and how we can support them, ensuring that they make the best progress that they can.</li> </ul>