

SEN information report

1. The kinds of special educational needs for which provision is made at the school

Keelman's Way School is a special school that provide Early Years, Primary and Secondary Education for children with Severe, Profound and Complex Learning difficulties. The school also has a Post 16 department that provides for these pupils and some additional students who have moderate learning difficulties.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

All pupils have either an Education Health Care Plan or a Statement of Special Educational needs that is reviewed annually to ensure the pupil needs' are being met. All school policies identify the needs of the pupils and how these will be met by school staff with the support of other professionals .

All pupils have a termly personal plan written to ensure the objectives in their statement or EHC plan are being addresses and that progress is being made.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a)How the school evaluates the effectiveness of its provision for such pupils:

School policies are reviewed by staff and governors on a regular cycle to ensure they are up to date and meet the changing needs of the school, recent legislation and the needs of the children. Governors meet at least termly to review all of the activities of the school. There is additionally a Governors' Standards Committee that meets regularly to review all data relating to progress in school against the measure that matches the needs of pupil. These measures include Pivats, Pscales, Routes for Learning and National Curriculum levels. Children leave school with ASDAN qualifications and Entry level Qualifications depending in their ability to engage in these courses.

Intervention and support is put in place depending on the needs of the pupils and is reviewed at least termly by teachers and the Senior Leadership Team.

(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Parents are encouraged to make regular contact with school through the use of the home school diary. Parents are also encouraged to keep in touch with staff by phone for more urgent information that needs to be shared. The school nurse can be contacted via the school number for any medical information or support.

Parents are invited to attend the formal annual review meeting for the Health Care Plan or Statement. They are also invited at least twice yearly to attend classroom drop ins to see their child at work.

Additionally the school has a nominated member of staff to support home school links. She is available to support parents with behavioural issues at home and anything else that they may feel impacts on the pupil leaning in school. The family link member of staff may sign post parents and carers to additional services they may need.

The Educational psychologist, school nurse, physiotherapy, speech and language, occupational therapy lead members of staff are also hold drop in sessions to support parents who need additional specialist advice for their child.

(c) the school's approach to teaching pupils with special educational needs;
School staff work as a team to meet the needs of the whole child regardless of their condition, gender ethnicity and background.

The school teaching and learning policy demonstrates how we carry out highly personalised activities and intervention to ensure pupils have a curriculum that meets their needs.

Staff use ongoing assessment for learning to ensure the information they have about the pupils is accurate, up to date and addresses the pupil needs and family wishes as closely as possible.

(d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

The children work in a purpose built environment with specialised staff and equipment that addresses their needs and challenges them to maintain the maximum level of independence. There is an ongoing expectation for all that the children look forward and develop to the best possible levels they can for their own future and take an active part in their own learning. Within an understanding of their ability, pupils are encouraged to make decisions for themselves with the best possible information available.

(e) additional support for learning that is available to pupils with special educational needs;

Any decision relating to the child's intervention is made by those who have the expertise to support the pupil's needs. Teaching and support staff assess the learning for each child and plan lessons around this. Other professionals support pupil in needs in areas such as Physiotherapy, Speech Therapy and health needs. For the majority of the time these needs are met within the classrooms setting for some activities the children work in bases around the school e.g. physiotherapy room and speech and language room when their needs can be better met on one to one working.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

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

Extra-curricular activities are available for children and young people throughout the school. All children are offered experiences beyond school that meet their needs. Where risk assessment suggests pupils do not have the ability to access some activities parents are consulted and alternative arrangements made e.g. parents send in wheelchairs for some pupils, appropriate medication provided.

School clubs run for four nights each week and parents can choose to have access to these clubs. There is a charge for these as they do not form part of the statutory education for the child.

(g) support that is available for improving the emotional and social development of pupils with special educational needs.

What support will there be for my child's overall well being?

School has specific policies around the management of medication, personal care and appropriate touch policy. Attendance and absences from school is followed up rigorously and parent of children for whom we have no explanation of absence are contacted on the first day of absence. School attendance policy ensures that children absent without

explanation for a period of more than five days are contacted by Children and Young People Service. The school behaviour policy gives clear guidance and pupils with complex behaviour have structured plans so that staff are aware of the best possible strategies to manage the child in a supportive way.

There is a clear Safeguarding policy communicated to staff and all visitors to school. Pupils are taught, through their curriculum, to be aware of how to protect themselves, in relation to their ability, independence and understanding. There is a clear policy in place to support pupils development of relationships and sex education. Staff work with parents to meet the needs for the pupil.

The school has a very active and vocal school council that has engaged with staff, parents and Governors.

(b) Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Type of SEN for which provision is made at the school	Type of support
<p>Cognition and Learning Needs:</p> <p>All pupils with severe or profound and multiple</p>	<ul style="list-style-type: none"> • Use of child friendly pupil profiles and needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources. • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc. • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Outdoor learning and community participation runs throughout school, provision at all key stages. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Fully qualified/trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs

	<p>within the classroom.</p> <ul style="list-style-type: none"> • Behaviour and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon pupils' with SEN. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the local Offer.
<p>Communication and Interaction Needs:</p>	<ul style="list-style-type: none"> • Use of child friendly pupil profiles and needs-based plans involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources • Visual timetables • Areas of low distraction • Support/supervision at unstructured times of the day. • Social skills programme/support including strategies to enhance self-esteem. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible. • Strategies/programmes to support speech and language development. • Strategies to reduce anxiety/promote emotional wellbeing. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • SENCO and specialist staff who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Behavioural, Emotional and Social Development:</p>	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. • The schools behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum. • Risk assessments are used and action is taken to

	<p>increase the safety and inclusion of all pupils in all activities.</p> <ul style="list-style-type: none"> • The school provides effective pastoral care for all pupils. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. • Outdoor learning is used to offer a different approach to the curriculum, which supports children with social, emotional and behavioural needs. • There is a nurture group at lunch times/break times to support vulnerable pupils. • Access to information and support is available within school for behavioural, emotional and social needs. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate
<p>Sensory and Physical Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical and Medical Needs 	<ul style="list-style-type: none"> • Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are reduced or removed. • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs. • Access to Medical Interventions. • Access to school nurse at all times. • Access to strategies/programmes to support Occupational Therapy/Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • Staff complete necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • All entrances to the school allow wheelchair access. • The school has disabled toilets/facilities

Staff have ongoing updates to their training to ensure that pupil needs are well met and that children are safe within the school.

TEAM Teach is used to support the management of behaviour.

All teaching staff have Qualified Teacher Status. Teaching assistants are qualified to Level 3 or above.

Specialist training e.g. medication, moving and handling, first aid are in place and regularly updated.

(c) Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The school is accessible to all both indoors and outdoors.

Including being

- fully wheelchair accessible
- appropriate auditory and visual environment?
- disabled changing and toilet facilities?
- disabled parking bays and drop off zones for parents
- outdoor sensory garden and play equipment

(d) The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

How are parents involved in the school? How can I get involved?

Who can I contact for further information?

The curriculum is tailored to pupils' educational needs and provides enhanced services for children families and other

professionals. Pupils' sensory and physical needs are met through the specialised input. The school has up to date facilities to provide physiotherapy, rebound therapy and hydrotherapy. Speech therapists work with school staff to integrate programmes in the work of the school.

The school is a place where parents and professionals can meet and work together to support the children and young people of our area. The school provides extended services for children, parents and community groups. The school has a training facility for professionals

Parents are encouraged to make regular contact with school through the use of the home school diary. Parents are also encouraged to keep in touch with staff by phone for more urgent information that needs to be shared. The school nurse can be contacted via the school number for any medical information or support.

Parents are invited to attend the formal annual review meeting for the Health Care Plan or Statement. They are also invited at least twice yearly to attend classroom drop ins to see their child at work.

Each week there is a coffee morning, run by pupils, where parents can drop in to meet one another or to catch up with staff and friends of the school in an informal setting. The school has a Parent Teacher association. Parents and carers are invited to join regularly.

(e) The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Staff make every effort to engage pupils in decisions about their choices, their education and about their own lives beyond school. Children in Early years are encouraged to make simple choices between activities offered to them. Older pupils are encouraged to express their views within the context of their work and alongside their peers as they progress through the school.

Children are included in the annual review of their Statement or Health care plan as soon as they are able to feel confident in doing so. The review always includes a pupil view document that children complete with staff.

The School Council is proactive in making requests to the head teacher and governors on issues of interest to them.

(f) Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Parents are welcome to contact members of the senior management team with any issues and if need be the head teacher. Where any issue cannot be resolved in this way a formal complaints procedure is available and published on the website that can be used to resolve any issues. There is a step by step approach and the full policy can be requested via the school office.

(g) How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

A very wide range of professionals contribute to the school. These include therapist, social workers, health professionals of all kinds and additional staff who offer services to our pupils e.g. wheelchair services.

The educational psychology service and Services for young people actively participate in the life of the school. In addition to Social Service's role for child protection we have active and frequent support from the children and adults with disabilities team.

(h) The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Phone numbers

Young carers 0191 424 4727

Pupil Services 0191 4247808

Parent Partnership 0191 4271717

Services for young people 0191 4246303

School nurse 0191 4309208

Palmers Hospital 0191 4028038

(i) The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Where children need to transfer between schools links are made to support the learner and families in the transition process. A senior teacher takes a lead on the formal transition process that begins in Year 9. Services for young people and the relevant post 19 providers, work with school to provide a smooth transition into adult activities that follow school at the age of 19. Families are fully engaged in the application process through the support of an experienced teacher who leads the transition process.

(j) Information on where the local authority's local offer is published.

The local offer for the school can be found on the school website and that of the Local Authority.

www.keelmanswayschool.co.uk

www.southtyneside.gov.uk

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