



SEN Information Report

September 2020

Date of Next Review: September 2021

Person Responsible: Miss Jodie Colbourne

Old Park School

Government Legislation requires all schools to publish an SEN Information Report that details the provision that the school can offer your child.

Our SEN information report is updated annually to reflect plans within our school.

Questions covered in the report:

What type of SEN do we provide for?

How do we identify and assess pupils with SEN?

How do we evaluate the effectiveness of the provision?

How does the school assess and review the progress my child makes?

What is the schools approach to teaching pupils with SEN?

How do we adapt the curriculum and learning environment?

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

What kind of enrichment opportunities will my child have at Old Park?

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

What training and expertise do the staff have to meet the needs of my child?

How accessible is the school and what equipment and resources will be available to meet the needs of my child

What are the arrangements for consulting and involving me in the education of my child?

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

What specialist services and expertise are available at or accessed by the school to support the needs of my child?

Who can parents contact with concerns and how do we handle complaints about the provision of SEN?

What support services are available to parents and where can the Local Authority local offer be found?

Section 1

What kinds of special educational needs does Old Park make provision for?

Old Park is a community maintained Special School. We offer provision for up to 139 pupils between the ages of 4 to 19 and provide education for pupils with a wide range of learning difficulties.

Cognition and learning

We meet the needs of children and young people with severe learning difficulties (SLD) and profound and multiple learning difficulties. (PMLD).

In addition pupils may have one or more additional needs in the following areas:

Communication and interaction

Pupils at the school may also have speech, language and communication needs (SLCN) and have difficulty communicating with others. Children and young people with Autistic Spectrum Disorder (ASD) who are also likely to have particular difficulties with social interaction, are also provided for by the school.

Sensory and/ or physical needs

Many of our pupils have sensory needs, such as a vision, hearing or multi- sensory impairment. Some pupils also have medical needs or a physical disability that requires additional support and equipment to enable the child to access the curriculum opportunities available at the school.

Social and emotional needs

Pupils with these additional needs may experience a wide range of social and emotional difficulties which may result in challenging behaviours.

Section 2

How would Old Park identify and assess my child's special educational needs?

Every pupil at this school has an Education, Health and Care Plan. These are reviewed annually. In addition each pupil has a Personal Provision Plan. This details the small steps towards outcomes within each area of the EHCP.

Assessments of pupils take place daily and your child's progress will be carefully recorded and monitored. At Old Park School staff use our own assessment tool established across all subjects taking into account National Curriculum Level descriptors and Key Stage standards. Over 60% of our school population are working at pre-subject specific level. We use the Engagement model for this cohort

Staff teams and Senior Leaders meet termly to monitor the progress pupils are making during the year. Interventions and strategies are swiftly be put in place where necessary. We work closely with professionals from other agencies e.g. Speech and Language Therapists to help identify and assess needs within specific areas.

Section 3a
How does Old Park evaluate the effectiveness of the provision?

We evaluate how well we are doing as a school by the progress made towards individual pupil outcomes within each area of the EHCP. We also carefully review the curriculum opportunities we are providing for pupils at each pathway through focused discussions with staff, pupils, parents and carers and other agencies.

We have a robust system of reviewing our provision using The Ofsted framework to self-evaluate. This includes considering how we support:

Quality of Education
Behaviour and Attitudes
Personal Development
Leadership and Management

Information from our self- evaluation supports the school in development and improvement planning.

Governors are very much involved in the process and receive reports on progress of school improvement initiatives through the various school committees.

The school was inspected in September 2018 and received an outstanding judgment.

Section 3b
How does the school assess and review the progress my child makes?

The progress our pupils make is tracked against 'I can' statements developed by the school using 'Escendency', an assessment tool. We compare the progress made by different groups of learners. We also track the attainment and progress of older students in key life skills and accreditation, and also their destinations.

On a termly basis we track our pupils' progress towards achieving their carefully moderated, aspirational targets in core subjects. At the end of each academic year we know the percentages of pupils who in our professional judgement have made expected or better progress during the previous year.

On a termly basis we track the quality of lessons taught. We also check the quality, challenge and differentiation of work in pupils' books and evidence folders where we can see how much progress is made over time.

Staff teams meet termly to discuss and review the progress of your child. Interventions and targeted support is put in place where needed. We share this information with parents and carers termly at a formal parents meeting. At this time we also discuss targets for your child.

At the Annual Review we discuss progress and expectations for your child within each area of the EHCP. Personal Provision Plans are written termly and shared with parents and pupils (where appropriate) in an accessible format.

Regular contact is maintained with families through the home school communication books and telephone.

Parents receive an Annual Report from us in July of each year.

Section 3c

What is the schools approach to teaching pupils with SEN?

The curriculum places the pupil at the centre of the planning process and so provides an approach aimed at meeting individual needs. Every pupil has their own curriculum plan which identifies their long and short term objectives. All planning, both, medium term and short term is highly differentiated within each class.

The staffing ratio is approximately 1:3 children. Pupils may be taught 1:1, in small groups or whole class depending upon the activity.

Each class has a full time equivalent teacher and a number of learning support assistants, dependant on pupil need. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Health Therapists, Educational Psychologists, the school nurse and specialist advisors where and when appropriate. The school is arranged in phases as we strive to make each area of the school age appropriate so that pupils enjoy a different experience as they progress through the school.

Each phase is led by an SMT member. Classes are as closely grouped by age as is possible and pupils priority needs are very carefully considered when grouping. This enables us to ensure that your child is receiving an appropriate curriculum that fully meets their needs.

Section 3d

How does the school adapt the curriculum and learning environment to support my child?

Old Park School provides a curriculum that is relevant, stimulating and which meets all statutory requirements. We aim to provide a curriculum that helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences. We provide access to a high quality education and ensure that we do all we can to meet pupils individual needs.

The National Curriculum is taught and developed by use of multi-sensory experiences, enrichment, inclusion and off-site experiences.

Lower, Middle and Upper Phases use a thematic approach to some subjects. The ethos of Foundation Learning is embedded in the 14-19 Phase of the school and all pupils are entered for accredited qualifications.

Accredited courses and awards are offered to all students in areas appropriate to each individual: functional, vocational, personal and social development. Each pupil in the 14-19 Phase has their own individual learning plan based on a final destination Post 19. This plan is discussed with parents and carers.

The classes throughout the school are organised carefully with consideration of the primary need and learning style of each pupil in mind.

The school benefits from a hydrotherapy swimming pool and swimming teachers who are trained in the Halliwick Method of supporting learning with PMLD pupils. A multi-sensory room is available and designated pupils access this learning environment regularly

We are a purpose built special school and we can offer an extremely supportive learning environment that includes:

Hoist tracking throughout the school ensuring inclusive learning environments

Fully equipped care rooms in each phase of the school.

Physiotherapy, medical and family rooms.

Multi- agency and training rooms

Wide corridors for easy access

Classrooms designed to meet particular learning needs (ASD/ PMLD)

Accessible specialist areas- ICT, Food Technology, Library, Sensory, Soft Play, Music.

Sports facilities and a trampoline for Rebound Therapy

An outside Multi Use Games Area

Swimming/ hydro pool with multi- sensory light and sound.

Lighting and paint schemes, carpeting and finishes to support pupils differing needs

Fully accessible outside learning environments with inclusive play equipment and accessibility to all outside spaces.

A large fully accessible Forest School with outdoor classrooms.

Signage throughout the school that provides a Total Communication environment.

ICT Technology in all classes to enhance learning. This includes ipads, touch screens with specialist programmes, hearing loops and eye gaze.

Section 3e

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

Your child will initially have their needs identified through their Education, Health and Care Plan. This is constantly reviewed and using our expertise and experience we will identify where and when additional support may be needed.

Section 3f

What kind of enrichment opportunities will my child have at Old Park?

The wonderful school facilities enrich the curriculum. We make sure that the school is fully utilised!

Our 2 minibuses ensure all pupils have regular visits into the community. Our pupils love taking part in many local activities such as dance festivals, sporting events and performances at the Town Hall. Pupils have the opportunity to take part and enjoy residential experiences.

Our annual whole school performances give all pupils the opportunity to perform/ demonstrate their creative strengths to an audience.

We have many links with other specialist settings and mainstream schools.

We have a dance group and football team.

Many professionals are invited to come into school to work with our pupils. These take the form of theatre groups, environmental sessions, music and dance workshops and representatives of other faiths.

Section 3g

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

The school places safeguarding and welfare of pupils at the centre of everything that we do. Our safeguarding procedures are robust and led consistently by the Designated Safeguarding Leads.

Old Park School mission, vision and core values are understood by all. Our core values, agreed after consultation with our school community promote individuality, inclusion, trust, teamwork, responsibility, respect, engagement and encouragement.

The school is highly staffed and all pupils at whatever level have a key person who they can trust and feel secure with. Parents and carers are well-supported by our Family Support Worker.

Personal Care is conducted discreetly and with dignity, fostering independence whenever possible. A school nurse provides medical support across the school, ensuring protocols and procedures are followed and provides support and training to staff.

PHSE is taught throughout the whole school.

Sections 4 and 5

What training and expertise do the staff have to meet the needs of my child?

We carefully recruit staff that we believe have the right qualities to support your child. Staff are willing to undertake whatever training is required to support the pupils in their care. Staff are aware of the learning and medical needs of all pupils and their individual, medical, dietary and home circumstances are always taken into account.

Training is ongoing throughout the year for all staff and includes:

Safeguarding

Communication including use of symbols, Makaton signing and AAC

Behaviour management

Moving and handling

Supporting medical needs

We provide a wide range of specialist training and have our own staff trained to deliver this to others. All staff are trained in poolside rescue and staff are Midas trained to drive our buses.

The school has a full time nurse and many staff are trained to undertake procedures such as feeding, suctioning and giving medication. Intimate care procedures are in place and followed by staff. All staff are trained in safe methods of moving and handling pupils as part of a rolling programme. All staff are also trained in how to ensure supportive and positive physical interventions. Risk assessments are in place for all pupils together with PEEPS and individual care plans for all pupils who require them.

This is not an exclusive list and ongoing professional development is key to ensuring staff remain updated and skilled.

Section 6

How accessible is the school and what equipment and resources will be available to meet the needs of my child?

Old Park is a purpose built special school. It was designed to be fully accessible to meet the needs of children and young people with severe, complex and profound learning difficulties.

We work very closely with other agencies and parents to ensure that every child has the resources they need at school to enable them to learn and make progress.

Section 7

What are the arrangements for consulting and involving me in the education of my child?

We believe that close working with parents and carers is essential.

All prospective parents are warmly welcomed to visit the school and if it is agreed that this is the school that will best meet your child's needs, a transition plan would be put in place.

We hold termly parents evenings when we discuss your child's achievement and progress and agree PPP targets for the following term. You are also very much encouraged to come along to your child's Annual Review.

We also arrange medical clinics at school for you to see your child's paediatrician or school doctor and we hold regular 'Agreed Behaviour Support Plan' meetings for pupils with behaviours that challenge.

All pupils have 'Home to School' communication books and we ring you if needed.

As well as more formal meetings there are a whole range of informal opportunities available to come in and see us. Parents are always invited to special assemblies and school events such as family learning sessions and coffee mornings.

We do like to keep you well informed about what is happening at the school. We have a website, Facebook page and use the School Life app.

Section 8

How is my child consulted with and involved in their education?

Communication and interaction is central to all that we do at Old Park School. It enables our pupils to make choices, be informed about what is happening to and around them, express their likes and dislikes, exert their human rights and make a positive contribution to their community.

At Old Park we follow the 'MORE principles'. These focus on ensuring every pupil has the means, opportunities, reason and environment to communicate.

The school council hold regular meetings with representatives from across the school. Our pupils have been involved with making changes and improving the school in a number of ways.

Section 9

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

Our aim is to ensure that you are happy with the school provision. We would firstly suggest that you contact your child's teacher. If the problem is still not resolved we would ask you to contact your child's phase leader.

A copy of the schools complaints procedure can be found on our website.

Section 10

What specialist services and expertise are available at or accessed by the school to support the needs of my child?

We work very closely with a wide range of professionals and services to support your child's needs.

Services that we can provide or access for your child include:

Health

Physiotherapy
Speech and Language Therapy
Occupational Health
School nurse
CAMHS (Child and Mental Health Services)

Social Services

Children's Disability Team
Adult Disability Team

Specialist services

Educational Psychology
Specialist teachers for Visual and Hearing Impairment
Family Support
Wheelchair Services
Connexions
College links

Equipment

Wheelchair Services
Seating systems, walkers and standing frames
Communication aids
Sensory equipment

Section 11

What are the contact details of support services available to me?

A wide range of specialist support services are available to support your child. To get more information about these you would need to contact the Local Authority SEN Team.

Section 12

How do you prepare my child as they transfer between phases of education and prepare for adulthood and independent living?

All transitions are well planned for throughout the school as children and young people move from class to class and phase to phase. This is supported by resources such as social stories. Parents and carers always have the opportunity to meet the teacher and new class staff.

Students are well supported in their planning for transition from school to adult life. This planning starts from year 9 as individual pathways are agreed and planned for. The school works closely with transition social workers, Connexions and local providers.

Information can be found on the Careers, Information, Advice and Guidance area on our website.

Section 13

Information on where the local authority's 'Local Offer' is published

The information provided by the school forms part of the Dudley Local Offer which can be found on their website.

<http://www.dudley.gov.uk/resident/localoffer/>

J.Colbourne

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