

# Southbrook School SEND (special educational needs and disabilities) Information Report July 2018

## Purpose/Mission Statement:

At Southbrook School, we aim to prepare children to be independent and responsible adults in an increasingly complex world.

At all times, we will seek to:

- ✓ Respect all
- ✓ Always try hard
- ✓ Make safe and healthy choices
- ✓ Enjoy life



This report is updated annually to reflect changes and plans within the school.

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What types of SEND do we provide for?	Southbrook is a secondary age foundation special school within a Co-operative Trust (known as the SENTient Trust) of nine other Local Authority maintained special schools in Devon. We are a provision for pupils aged 11-16 with varied complex needs and abilities, all of whom have Education, Health and Care Plans. We cater for children and young people with moderate and severe learning difficulties and/or disabilities, social and emotional difficulties, Autistic Spectrum Conditions (ASC) and speech, language and communication difficulties, sensory needs and physical difficulties and/or disabilities.
What is our approach to teaching pupils with SEND?	Unlike many other special schools, Southbrook takes the vast majority of its pupils at the start of year 7 (at secondary transfer Stage). Pupils are occasionally admitted during the school year, but the allocation of these places is dependent on their needs and available space in year groups.

SEND information report – reviewed July 2018 by Bronwen Caschere, Laurie Fentimen, Paul Gray  
 Date of next review – Summer Term 2019

	<p>Typically, we have 24 new year 7 starters each September whose places are allocated by the Local Authority. This means that we have a 2 form intake (12 pupils per class) each September - much the same as a secondary school but on a smaller scale. We aim to keep to a maximum class size of 12 with pupils educated in their chronological year groups.</p> <p>Each class has a Tutor and is also supported by at least 1, usually 2 and sometimes 3 or more Teaching Assistants (TA), some of whom provide specialist subject support, others more general support relating to class needs. The amount of adult support depends on the specific needs of individuals within the class and the group dynamic. A small number of pupils have 1:1 allocated TA support usually for medical, social, emotional mental health (SEMH) or ASC needs.</p> <p>Class groupings are decided upon based on the information we have about the pupils at transition Stage, gained from the consultation process, visits to their schools and liaison with parents and professionals. We use the first term to carry out baseline assessments (academic, social and emotional), and may make adjustments to class groups accordingly.</p> <p>Pupils move around the school during the day from lesson to lesson and access the full range of national curriculum subjects at an appropriately differentiated level to meet their additional complex and learning needs. We place a strong emphasis on respect for all, communication, developing confidence and independence and making safe and healthy choices. Pupils access a life skills curriculum from Year 7 to 11, and staff use additional strategies and interventions to address specific needs and ensure access to the curriculum for all pupils.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>Pupils in both Key Stages, 3 and 4, have access to a broad and balanced curriculum, which is reviewed annually to ensure it meets their needs and is in line with statutory regulations.</p> <p>We review our Key Stage 4 curriculum every year to ensure our offer reflects the needs, abilities and aptitudes of the pupils. Based on this review, we tailor our Key Stage 4 offer to provide pupils with a courses and personalised learning pathways, so they can leave in Year 11 with a range of accreditation reflecting their strengths and aspirations, to move on to their Post 16 placements. Currently, our Key Stage 4 offer includes GCSEs, Entry Levels, Functional Skills, ASDAN, Duke of Edinburgh Award Scheme, AQA Unit Awards and vocational qualifications.</p> <p>We have links with local providers and employers and aim to provide a work experience placement for all pupils in Key Stage 4.</p> <p>Depending on the needs of the pupils a range of personalised approaches and strategies are used within and outside of the classroom. These include the use of additional support, specialised resources and equipment, alternative curriculum packages, literacy, numeracy and therapeutic interventions.</p>

<p>How do we ensure our trips and activities are fully inclusive and that our pupils have the opportunity to engage in activities with pupils who do not have SEND?</p>	<p>We aim to ensure that all pupils have the opportunity to participate in a wide range of school activities and trips. We regularly review and update our offer.</p> <p>We target the use of Pupil Premium funding to ensure that those pupils who are entitled have no barriers to inclusion. We work with parents and any relevant outside agencies to ensure that all pupils have appropriate opportunities.</p> <p>Our charging and remissions policy is reviewed annually and we work closely and sensitively with families who are disadvantaged to ensure they have access and are included.</p> <p>The school has links with mainstream schools which has enabled joint projects, including drama workshops, art projects, and particularly sporting tournaments.</p>
<p>How do we involve parents/carers in school life and their children's education?</p>	<p>The relationships we build with families are critical. We establish partnerships with parents and carers at transition to Southbrook, involving families in the induction process. We communicate and share information through home/school planners, fortnightly newsletters and our website. Parents have at least 3 scheduled meetings during the school year to discuss their child's holistic progress including the annual/transition review.</p> <p>We consult with parents through mechanisms such as questionnaires, parents' evenings, Annual reviews, reports, newsletters, formal consultations - about theirs and their child's experiences at Southbrook. This information is collated, analysed and used to inform future developments.</p> <p>We welcome parents to events in school on a regular basis; this includes coffee mornings, charity events, seasonal fayres, school performances and currently an after-school cookery club for parents and pupils each fortnight, regular parent support group for adopted children, and a diversity working group involving parents and staff.</p>
<p>How do we involve our pupils in their own education?</p>	<p>Our mission statement was created following consultation with pupils. It arose from a collaborative project between governors, staff and pupils.</p> <p>Pupils are expected to take a very active role in their own learning and development. They evaluate their own effort and learning during lessons through a points system; and teachers and TA's follow the school's marking policy which encourages pupils to reflect and think about their work and the steps they need to take to improve.</p> <p>The School Council plays an important role at Southbrook as a forum for pupils to put forward their views and suggestions for improvements. School Councillors are elected from each tutor group, so every year group has two representatives.</p> <p>This year, the School Council has worked with other schools in the SENTient Trust on a project called 'Listen to Us' to ensure that their voices are heard.</p> <p>Every pupil contributes to their annual/transition review by providing information on how they feel about their year, their progress and achievements, and what they would like to get better at.</p>

<p>How do we check that a pupil is making progress and how are parents kept informed?</p>	<ul style="list-style-type: none"> <li>• Every pupil has an EHCP (Education and Health Care Plan), and the provision for their needs, and progress they are making, is reviewed annually at their Annual Review meeting. At this review, parents, teachers, professionals and the pupil, discuss progress and aspirations, and set targets and actions for the coming year.</li> <li>• Assessment data in all subjects is collected and analysed to inform accurate monitoring of progress and future planning. It also forms the basis of the annual report to parents and an academic progress report. (This academic progress report is produced and informs the annual review of the EHCP).</li> <li>• In addition to Annual Reviews parents are invited to attend meetings with all teaching staff twice a year, to discuss learning progress and review individual plans.</li> <li>• Pupils are involved in review meetings and their views are a Key part in planning towards outcomes through the 'My Plan' process.</li> <li>• In Key Stage 3 we have developed our own Progression Pathways system. We use a software program called Infomentor to record and monitor progress. Parents have access to Infomentor Home which provides live feedback of their child's progress.</li> <li>• In Key Stage 4 we regularly monitor and share pupils' progress towards their qualifications.</li> </ul>
<p>How do we support pupils at transition points - when joining our school, and in preparation for adulthood?</p>	<p>The vast majority to pupils join Southbrook in year 7 at secondary transfer Stage. As soon as placement is agreed, we plan a careful induction programme for each pupil, giving opportunities for new pupils to meet each other, get to know their new peer group and the staff who will be working with them.</p> <p>We also provide transition events for new families to begin to build friendships and become accustomed to their new school.</p> <p>To prepare for their education after Southbrook, transition support and Careers Information Advice and Guidance (CIAG) for pupils and their families begins in year 9 through information events which include advice from Careers South West, DIAS (Devon Information Advice and Support); and a wide range of post 16 providers. This is in addition to individual transition reviews.</p> <p>Pupils and families are supported by staff in KS 4 (years 9 to 11) and the inclusion team so they are fully aware and understand the options available. This determines their personalised Key Stage 4 package which includes work experience placements, vocational courses on and off site; and life skills. Our Key Stage 4 team ensure that support is provided throughout years 10 and 11, which include visits to post 16 placements to ensure as smooth a transition as possible.</p>
<p>How do we support our pupils' emotional and social development, and help them to improve their overall health and well-being?</p>	<p>Pupils are supported by :-</p> <ul style="list-style-type: none"> <li>• A strong school ethos and mission statement which encourages all to treat each other with dignity and respect;</li> <li>• A behaviour policy and principles which focus on holistic progress and well-being;</li> <li>• A robust safeguarding policy and culture;</li> <li>• A whole school focus on the promotion of good mental health amongst pupils, families and staff;</li> <li>• Targeted support for individual pupils;</li> </ul>

Pupils may also access a range of therapeutic / holistic provision, as detailed below:

**Occupational Therapy**

- Assesses pupils' sensory needs and recommends using specific items of equipment/exercises to use both in and out of school.

**Physiotherapy**

- The Physiotherapist assesses pupils to provide an individual program and/or requests that they attend Core Stability sessions.

**Core Stability**

- Core Stability is the term used to describe how the postural muscles stabilize the body during movement as well as maintaining correct posture in sitting and standing positions.
- Progress is monitored firstly by the Physiotherapist who carries out 6 monthly testing to identify progress.
- Handwriting tests are also carried out 6 monthly as there is an expectation that accessing the Core Stability sessions alongside the Literacy lesson/interventions will help to improve pupil's handwriting.

**Girls' / Boys' Groups**

These groups are led by Pastoral Team Staff and cover topics such as body changes and emotions in puberty, personal hygiene, equipping pupils with strategies to manage these changes

**Anger Management**

- 'What to do when your temper flares' is a program that works through a set of skills to tame anger – to calm down, think clearly, solve problems and be able to move on.
- It aims to improve self-control and exploring feelings.

**Emotional Literacy**

- Games and activities that support pupils to understand what others might think and feel in relation to their behaviour.

**ASC(Autism Spectrum Disorder) Awareness**

- 'I Am Special' supporting young people with a diagnosis of Autistic Spectrum Condition understand their condition, limitations and strengths to support managing themselves effectively.

**Narrative Skills Groups**

Developing the pupil's ability to tell stories about their own life.

- What they did at the weekend/school/trip/holiday etc.
- Retelling stories about the things they see or hear e.g. books/films/theatre
- To think up their own stories e.g. imaginative stories, non-fiction reports in literacy, science and topic work.

**Speech and Language Therapy (SALT)**

Support for pupils with speech, language and/or communication needs.

**Social Skills Groups (Offered to pupils in conjunction with SALT)**

Teaching basic communication skills, awareness of self and others.

- Basic rules (good looking, listening, talking, turn taking etc.)

	<ul style="list-style-type: none"> <li>• Giving and receiving compliments</li> <li>• Apologising</li> <li>• Friendship</li> </ul> <p><b>Understanding Me Group</b></p> <ul style="list-style-type: none"> <li>• Helping teenagers with communication disorders to understand and come to terms with their diagnosis.</li> </ul> <p><b>Grief Counselling</b></p> <ul style="list-style-type: none"> <li>• Working with pre and post bereaved pupils.</li> <li>• To inform, guide and support pupils while they manage the impact of a death (or separation) of someone significant in their life.</li> <li>• To help pupils work through the grieving process by means of Memory Boxes, Memory Albums, poetry writing etc.</li> </ul>
<p>What expertise and training do our staff have to support our pupils?</p>	<p>Across the school, staff qualifications and experience are varied, dependant on the role. We have a mix of fully qualified primary teachers, and secondary teachers who specialise in their subject. All have qualified teacher status. A number of staff also have additional SEND or other qualifications, including:</p> <p>Post graduate diploma in SEN; Special Education Cert ED; National Professional Qualification for Headship (NPQH); BTEC National Certificate in Childcare; Post Grad Cert in Early Years; Diploma in Adult Nursing; National SENCo Award; THRIVE trained practitioner; and staff who have achieved / are currently working towards accredited SENCo and Counselling qualifications.</p> <p>As appropriate, staff receive regular and relevant training in Safeguarding, Passive Intervention and Prevention Strategies (PIPS,) Manual Handling, Sensory Needs, medical conditions and teaching and learning.</p> <p>We have an on-going programme of continuing professional development for staff which is integrated with their performance management. CPD (Career and Professional Development) may be bespoke to individual staff development or whole school training priorities.</p> <p>The school also has a dedicated Inclusion team whose work covers the additional, therapeutic and intervention needs of pupils. This team is led by the Deputy Headteacher and includes the <del>Senior Inclusion Teacher</del>, SENCo, Occupational Therapist, Speech and Language Therapist, PE Co-ordinator and Pastoral Support Workers.</p>
<p>How do we secure specialist expertise and involve other organisations in meeting the needs of our pupils and supporting their families?</p>	<p>We have a pro-active approach to working with other agencies across health, social care and education and have established excellent links across a range of services. We also draw on specialist support in response to pupils' or families' changing needs. Such services include;- Educational Psychology, Speech &amp; Language, Occupational /Physio Therapy, Behaviour support team, Communication and Interaction Team, Specialist ASC support, Police Liaison, Diversity Team, Mentoring services.</p>

<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>As a LA maintained school and commissioned provision, all funding is received on a per pupil basis.</p> <p>The Governors and Senior Leaders ensure that the budget is allocated to best meet the needs of the pupils. Any changes to staffing, or developments in provision are carefully considered before implementation to ensure they will have maximum impact for pupils' learning and development.</p> <p>The budget is set on an annual basis and aligned with school development priorities.</p> <p>Governors monitor the budget termly, scrutinize spending and challenge the school to ensure best value.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The progress of pupils is regularly assessed, and the effectiveness of our provision in meeting their needs, is fully reviewed at each child's Annual Review. The collated views of pupils, parents and other agencies feed in to our action plans for improvement.</p> <p>We have a school improvement plan and the governors and staff evaluate it at least half-termly throughout the year.</p> <p>We also have a whole school self-evaluation, aligned with the current OFSTED framework, which is reviewed each term through governor and staff working parties.</p>
<p>How do we handle concerns or complaints from parents about the provision made at school?</p>	<p>All parents / carers may raise concerns about their child's provision at any time through contact with either the class tutor, in the first instance, or another member of staff, as appropriate to the concern. If the concern relates to a child's welfare and well-being, please contact the Headteacher, Deputy Headteacher or the safeguarding / pastoral team.</p> <p>Parents may also contact a member of the governing body, and if a concern / complaint is more formal, then they would be directed to the complaints policy and procedure which is available via the link from the Home page on the website.</p>
<p>Who can young people contact if they have a concern?</p>	<p>Pupils may raise a concern with their class teacher or TA, or indeed any member of staff in school. Depending on the nature of the concern, pupils may feel more comfortable raising their concern with a particular member of staff, with whom they have a good relationship. We have a strong safeguarding culture which encourages pupils to share any concerns or worries they may have.</p>
<p>What support services are available to parents?</p>	<p>The school runs / facilitates different support groups for parents / carers, and we review these groups regularly, based on need. In the past year we have facilitated adoptive parents support groups, managing anxiety groups (run by the educational psychology team), Online-Safety training for parents and Occupational Therapy support sessions.</p> <p>As a specialist provision, everything we do provides a level of support to families. We listen to parental concerns and provide signposting to different services and make referrals where necessary.</p>
<p>Where is the information on Devon's Local Offer published, and how has the school contributed?</p>	<p>The Devon County Council website provides information about the Local Offer at <a href="http://www.devon.gov.uk/send">www.devon.gov.uk/send</a>. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information. There is a direct link to this website from the school's website via the Admissions page.</p>

	Through the school council's 'Listen to Us' project, pupils' views have been gathered together and sent to the County Council to be included in part of their SEND strategy.
Date of document	July 2018