SEN Information Report

This document was co-produced with a selection of parents' and staff in September 2019 during academic mentoring day. Parents requested a leaflet to take away on induction rather than accessing online.

South Somerset Partnership School

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Yeovil

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Interim Head Teacher - Andy Joyce.

South Somerset Partnership School is a complex pupil referral unit. We provide education for any young person from KS1 – 4 who is unable to attend their mainstream school. This includes pupils at risk of exclusion or pupils who have been permanently excluded as well as those suffering from mental health needs. We are a fully inclusive school who cater for individual needs within the areas stated by the Code of Practice (2015.) Our commissioning model includes a small number of long term specialist placements.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory or physical needs.

Who might work with my child?

There are a range of services and specialists who may work with your child when they are attending SSPS. Parental consent is always obtained before any referrals are made to these services. These may include:

- Speech and language therapists
- Educational Psychologists
- Learning support mentors
- Social, emotional mentors
- Physical impairment and medical support
- Hearing impairment advisory teachers
- Vision impairment advisory teachers
- Occupational therapists and physiotherapists
- Autism and communication advisory teachers
- CAMHS/ Mental Health support team
- Youth Offending Team
- Integrated Therapy Service

At South Somerset Partnership School we believe that each pupil has individual and unique needs. We want all pupils to achieve their full potential by providing the best possible learning conditions for each individual.

Who do I talk to if I have concerns?

1. Speak to your child's class teacher
2. If your concerns remain make an appointment with the **SENCO** (Mrs Claire Martin)
3. f you feel that your concerns have not been resolved you can make an appointment with the Deputy Head or Assistant Head or the Head Teacher.

Further support

Our **Parent Family Support Advisor** (Debbie Bracey) is available to support families in a wide range of situations. Speak to your child's teacher if you would like access to this support.

SENDIASS – (Special Educational Needs and Disability Information, Advice and Support) can give young people (aged 0 to 25) and their parent/carers information, advice and support about SEND. Telephone 01823 355578 Email SomersetSENDIAS@somerset.gov.uk

Adolescent Support Workers (Hayley Lockey and Mary Gravenstein). SSPS adolescent support workers provide one to one direct work with young people in year 9, 10 and 11. They work specifically on engaging young people and removing barriers to learning.

Somerset's Local Offer provides information on the services available for children and young people with SEND aged between 0 -25, and how to access them.

You can access the Somerset Local Offer at https://www.somerset.gov.uk/children-families-and-education/the-local-offer/

Somerset Graduated Response Tool

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at: https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/

Education, Health and Care Plans (EHCP) - An EHCP can be requested by parents, young people or your child's school. It is a statutory assessment of a child's needs. You can find guidance about EHC plans on the IPSEA website. IPSEA – Independent Provider of Special Education Advice. https://www.ipsea.org.uk/Pages/Category/who-SEN

1. Why might my child need extra support?

- They are having a significant difficulty with their learning and making far less progress than would be expected.
- They have a specific learning difficulty, for example dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment.
- If a parent raises a concern or if there is a change in the pupils behaviour.

2. How does SSPS know if my child need's extra help?

- At SSPS pupil progress is monitored closely by class teachers.
- Pupils' initially complete a number of baseline assessments in order to measure progress across the term.
- If there are concerns about progress or attainment these will also be discussed with the Special Educational Needs Coordinator (SENCO).
- Concerns about progress or other issues can also be raised by parent/carers.
- If appropriate we may carry out specific assessments to identify any difficulties in more detail or refer to external agencies. Parental consent is always sought for these referrals.

3 How will I know how my child is doing?

- Parents are invited to parents evening annually.
- progress data reports are sent out to parents twice a year and written reports once a year.
- Children with an EHCP will also have an Annual Review meeting to look at progress and to plan their next steps.
- If you have a concern as a parent, you can speak to the class teacher or pastoral leader in the first instance.
- If we have a concern, we will arrange a meeting to discuss this with you in more detail.

4. How will SSPS School support my child?

- Your child's education will be overseen by their class teacher but their learning may be supported additionally by a Learning Support Assistant (LSA) who may additionally deliver specific programmes that are carefully planned and tailored to your child's needs.
- Your child will be taught in a small group where lessons are designed to fill their gaps in learning.
- They may be provided with learning aids such as coloured overlays, visual timetables and enlarged font.
- Staff will meet regularly with the SENCO to discuss any other concerns.
- Your child may also receive help from outside agencies

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

- All class work is adapted to match the needs of individ-ual learners.
- Observation, marking and assessment inform planning on a daily basis to ensure all work is accurately matched to the needs of all children.
- The curriculum at SSPS is carefully designed to suit the needs of all pupils and includes a range of practical and outdoor pursuits through the Thrive approach.

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

- The majority of pupils who attend SSPS have SEMH needs and therefore well-being is a priority.
- Each centre has a pastoral leader to support pupils.
- We follow a Thrive curriculum to support with gaps in a student's emotional development.
- We have several staff members who are Thrive Practitioners.
- THRIVE supports children's emotional health, wellbeing and social skills, all of which are needed to enable learning to take place. The THRIVE Approach draws on research from neuroscience, attachment research, studies of effective learning and models of child development, in order to help us to understand the needs being communicated by a student's behaviour.

7. How accessible is the School environment?

- SSPS are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors.
- Centres are accessible to students with physical disabilities.
- There are accessible toilets in every centre. We ensure that equipment used is accessible to all students regardless of needs, or specialist equipment is purchased.

8. How will the School support my child's transitions to new settings?

- We understand that transitions to new schools or between key stages can be difficult for a child with SEND and we take steps to ensure transition is as smooth as possible.
- If a pupil is moving to a new provision, we will ensure a transition plan is in place, adapted to the needs of the individual pupil. This may include meeting with the new provision, passing on relevant documentation, visiting the new setting with the pupil/parent and supporting the student in their new setting, where appropriate.
- we work closely with our post 16 educational setting, providing all pupils with a careers & skills advisor.