

SEN Information Report 2017

Section 1

What kinds of Special Educational needs does Baycroft make provision for?

Baycroft is a community maintained Secondary Special School. We have provision to meet the needs of children with a range of learning difficulties. Students may also have autism, physical difficulties, and Speech and Language and Communication needs.

Section 2

How would Baycroft identify and assess my child's Special Educational needs?

Every student has a Statement of Special Educational Need or an Education, Health and Care Plan. These are reviewed annually. In addition children are constantly observed and progress noted. Students are assessed against their own prior progress and outcomes. A formal meeting is held three times a year with teachers and senior leaders to monitor progress. The school works closely with Therapists and external agencies to identify the holistic needs of every child.

Section 3

a) How does the school evaluate the effectiveness of provision for students with Special Educational Needs?

We have a robust system of reviewing our provision each term using The Ofsted framework to self-evaluate. This includes looking at:

1. Overall effectiveness
2. Leadership and Management
3. Quality of Teaching and Learning
4. Behaviour and welfare
5. Student outcomes

Governors are involved in this process and receive regular reports through The Curriculum Committee. Any interventions such as emotional literacy support and additional funding such as student premium are identified and tracked to ensure the impact is effective at diminishing the difference.

b) How do I know how well my child is doing at school?

We meet with you as parents each Autumn term to hold a structured conversation and to discuss targets for your child. We discuss progress and our expectations for your child at Annual Reviews. In addition we provide progress data 3 times a year which we discuss with you. We communicate with you regularly through our home school books and by telephone. In addition to the Annual review you will also receive an Annual Report from us with the Annual Review.

c) How will the staff support my child?
How will the curriculum be matched to my child's needs?

Every child has their own SEN support plan in year 7 and IEP's in Years 8 - 11. The staffing ratio is approximately 2:12 children. Children may be taught 1:1, in small groups or whole class (of no more than 14) depending upon the child's needs and the activity.

All planning, both medium term and short term, is highly differentiated within each class. Each class has a full time equivalent teacher and at least 1 Learning Support Assistant – sometimes more. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists, school nurse and specialist teacher advisors where and when appropriate.

d) How do you adapt the curriculum?

The curriculum is currently being reviewed in line with the new regulations. Our aim at Key Stage 3 and 4 is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, and as independent as possible in an environment that promotes positive learning experiences. At Key stage 4 we aim to provide a range of accreditations that will promote life-long learning and employability skills

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

Your child will initially have their needs identified through their statement EHCP. We constantly review this and using our expertise and experience will identify when and where additional support may be required, for example Speech and Language Therapy or a bespoke timetable.

f) How will my child be included in activities outside the school curriculum including trips?

At Baycroft every child has the opportunity to access trips including a Year 8/9 residential if parents wish. No child is excluded from activities at Baycroft.

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

We have a robust safeguarding policy and protocol in place. Students' health and well-being is paramount. Personal Care is conducted discreetly and with dignity and fosters independence whenever possible. We work closely with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and administration of prescribed medication. We also work closely with Social Services and the Children with Disabilities Team. Within school we have staff trained in Emotional Literacy Support, Sensory Therapy, Drawing and Talking Therapy and Yoga Therapy. We also work closely with CAMHS (Child and Adolescent Mental Health Services) if your child needs that level of support.

Sections 4 & 5

What training is provided for staff supporting children and young people with SEN?

All of our staff have undertaken specialist further professional development. This includes Autism specific training, Severe Learning Difficulties training, training in hearing and visual impairments, training in sensory receptacle difficulties and mental health management.

Our LSA's (Learning Support Assistants) also have a range of expertise including Physiotherapy, sensory needs, tube feeding and Autism. This is not an exclusive list and ongoing professional development is key to ensuring all staff remain updated and skilled.

Section 6

How accessible is Baycroft School?

Our school is not fully accessible, although the ground floor is, with dedicated disabled parking bays and toileting facilities. We have a shower room with an overhead hoist.

Sections 7 & 8

How are parents involved in the school? How can you get involved and who should you contact?

We hope to meet new parents at the stage of deciding which school is your preferred choice for your child. We hold tours for parents prior to your child starting at our school. We have a Year 6 parent meeting in the summer term before your child starts in September.

In January of each year we hold a structured conversation with you, where we discuss targets for your child for the coming year. 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.

We hold a Summer Fete and put on a Christmas Play along with other events to which you are warmly invited.

For further information our website is regularly updated with upcoming events or alternatively please contact our school office.

We keep you informed of your child's progress through the Annual Review, Annual Reports and by sharing targets through structured conversation. We also write to you in home/school books or phone you if needed. We hope you will also keep in touch with us that way as well.

The children are involved in the running of the school through the school council. They are also involved in setting and discussing their own targets where appropriate

Section 9

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

In the first instance we encourage you to contact your child's tutor. If you still have concerns then please contact the Assistant Head for your Key Stage or the Headteacher.

In the unlikely event that your concern is not resolved then please contact our Chair of Governors.

Sections 10 & 11

What specialist services and expertise are available at, or accessed by, the school?

We work closely with the following to support your child's needs.

All therapy services that are directed including Physiotherapy, Occupational Therapy and Speech and Language Therapy – currently managed by Solent Health Care. Specialist services including Hearing impairment, Visual impairment and the Educational Psychology services, CAMHS (Child and Adolescent Mental Health Services), Social Services (Children with Disabilities Team).

Your child will need a Statement of Educational Needs or an Education Health Care Plan before being considered for admission to our school. Your point of contact to discuss this is the Local Authority SEN (Special Educational Needs) team.

Section 12

How do you prepare my child for joining your school or transferring to another school?

We offer a structured induction to your child once they are referred to us and a place has been agreed. The Assistant Head and Transition Coordinator will work closely with your child's current school.

When the time comes for your child to move on we will liaise with the receiving college and follow their transition process. We will enhance this with social stories and extra visits if necessary. An impartial independent careers adviser is available to all parents and students from year 10.

Section 13

When can I get further information about services for my child?

The information in this report forms a part of Hampshire's local offer which can be accessed at <http://www.hantslocaloffer.info>

September 2017

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