

BAYCROFT SCHOOL SEN REPORT

All students of Baycroft School have Special Educational Needs. These are the kinds of Special Educational Needs and Disabilities for which provision is made at the school:

Moderate Learning Difficulties
Autism Spectrum Condition
Speech, Language and Communication Difficulties including DLD
Specific Learning Difficulties including Dyslexia, Dyspraxia and Dyscalculia
Global Developmental Delay
Hearing Impairment
Visual Impairment
Sensory Integration Impairment
Medical Needs including Epilepsy, diabetes and ADHD where students fall within the Moderate Learning Difficulties cognitive range
Behavioural Difficulties - where this is secondary to the young person's Moderate Learning Difficulties
Fine and Gross Motor Difficulties
Attachment Disorder - where this is secondary to the young person's Moderate Learning Difficulties

How will both you and I know how my child is doing and how will you help me to support their learning?

The school reviews students' progress and achievements daily, weekly, monthly and termly through our tracking Database. Students' behaviour, attendance and achievement in lessons are tracked on a lesson by lesson basis. This means we can scrutinise the progress students are making and their barriers to learning by subject, times of day, days of the week etc. This enables us to identify quickly students who require further interventions and to evaluate the impact. These students are discussed among various staff teams where provision and strategies are developed to move them forward with their challenge.

The school has a Pastoral, Safeguarding and Provision Team who work together with subject leads to analyse and establish those students requiring further interventions. The Leadership Team report to the Governors regularly during Curriculum Standards Meetings regarding students who require further interventions. Our tracking systems are used to judge if additional support offered has had an impact as it tracks the improvements of a Student on a lesson by lesson basis.

Merits and HTR – Headteacher (for the day) Raffle Tokens - can be collected and monitored in areas which include communication, respect, organisation, resilience, independence, responsibility, kindness, ambassadorship, courage and tolerance. The aim of these awards is to support students in developing their social and life skills which are linked to their Special Educational Needs.

The School uses B Squared, a commercial package, to track the achievements and progress of our students in their journey to achieving GCSEs and other accreditation. This enables us to predict the outcomes for students and plan their next steps in their journey.

Parents are informed daily and weekly of their child's progress in the widest sense. There is a Consultation Day in January when all students, parents and tutors meet to consider aspirations, priorities and progress across the curriculum. Annual reports are produced for all students, in addition to the Annual Review of their EHC Plan. These also reflect targets and outcomes expected for students, as well as ways to improve and factors impacting on their progress. As a school we set ambitious targets in partnership with parents and carers

as we have high expectations of our young people and where our expectations for rapid progress are not met we target further support.

We operate an 'open door policy' and parents/carers are welcome and encouraged to come into school for information and support any time. The school website keeps Parents/Carers up to date with events in the School and activities that have taken place. The home school diaries reflect the tracking of each period of the day and contain messages, comments, achievements and updates which parents and carers should check nightly and may use to return messages to us.

There is also regular liaison between the students' tutors and their parents/carers by telephone and/or email. Additionally, PSP team and Key Stage leads are available to discuss matters concerning these areas.

The School has a team of student social workers who are available for you to contact via Richard Broadhurst, Assistant Headteacher, during term time should this be required. The support provided is both within the school and within the home.

How does the the school adapt the curriculum and learning environment for students?

We aim for all students to access accreditation. Throughout Key Stage 4 we judge the abilities of students and their suitability for entry into GCSE, Functional Skills, BTEC, CoPE and other Level 1 awards that we utilise as they are best matched to our young people and the skills they need to develop; we have high expectations and always aim for these entries.

All subjects have a scheme of work; these can be found on the school's website. We ask parents to support the development of touch typing as the most helpful home-school activity which can be flexibly accessed and completed to fit around family life and varying levels of energy and engagement of students after a challenging school day. Recent research including by NASEN is clear that touch typing is a huge advantage for all effective harnessing of technology to overcome other learning challenges. Pre-learning, visits and family discussion based around the coverage of the curriculum areas are always welcomed and valued, as are any activities which promote our 4 faculty attributes of; curiosity; creativity; independence; wellbeing and self-regulation. We know that parents and carers will be creative and resourceful in exploiting opportunities to develop these through domestic life and leisure time.

The school personalises provision for all the students as there is a wide variety of learning need throughout the school's population. This includes:

1. TEACCH – Treatment and Education of Autistic and related Communication Handicapped Children
2. OT for Sensory Modulation is in place for students whose EHCP plans specify this; they are assessed by our commissioned OT and staff are trained in the delivery of the exercises.
3. Literacy Interventions for reading and spelling are in place. This includes interventions via 1:1 work, small group work and extra reading throughout the school week for identified individuals.
4. Speech, Language and Communication – this is delivered with the supervision of one of the Speech and Language Therapists attached to the school. Some students have 1:1 sessions and some have development programmes delivered throughout their classroom learning. In addition, the school has a trained 2 SALTA who deliver Social Programmes for students; these are tailored to individuals and groups of learners. Many staff are ELKLAN trained and all students' Blank Level scores are assessed and shared with staff across the school. This means that students' progress in communication is monitored and interventions are put into place as required and in conjunction with all subjects across the curriculum.

5. The school has a wide wellbeing intervention team, headed up by a senior practitioner and using a referral and evaluation model based on CAMHS practice. Anxiety is a particular issue for many young people with learning difficulties we have a number of interventions in place to support our young people with their mental health including ELSA, friendship groups, Lego therapy, Art therapy, draw talk and a variety of other therapeutic and nurturing interventions. These are delivered in blocks linked to clearly identified aims and outcomes and evaluated by a team of practitioners. Access to these is at the discretion of the school team in consultation with parents.
6. Students have access to ear defenders, sensory toys, visual symbols, schedules, social stories, differentiated work that is present to students with their individual needs in mind.
7. Dyslexia – use of coloured paper and filters, reading and spelling taught using alternative methods, as well as thought given to typeface and presentation of materials.
8. Hearing Impairment – we work closely with the Hearing Impairment Teacher Advisor and we have a member of Staff experienced in looking after hearing aids.
9. Visual Impairment – we work closely with Visual Impairment Teacher Advisor and make reasonable adjustments to the environment to allow full access to the school environment.
10. Where a student is not accessing the curriculum well we adapt it to engage them and reintroduce subjects when they are ready. This is personalised and cannot be given in detail. The package is developed and overseen in partnership with the student, parent/carer and staff of the school.

We are co-located with a mainstream secondary school. More able students have the opportunity to access learning there in certain subjects, depending on the strengths and interests of the young person. We work closely in partnership with Crofton School to support learners and teachers between both sites.

As students are tracked through the schools database we can pinpoint areas of difficulty for them by subject and times of the day. We use this to tailor the curriculum for individuals and approaches used in the subject. This is done in conjunction with the Leadership Team.

What additional support for learning is available to pupils with Special Educational Needs?

All of our students have additional needs and all have an EHC Plan; therefore they all receive extra support. Access to the school is directed by the Local Authority.

We aim for each class to be a maximum of 12 and currently this is the case. Some are smaller as the students in that class require this more intensive provision and their places are resourced to reflect this. There are two very intensive provisions which are static classes of 8 places, in specialist rooms; one for students with several learning and/or communication difficulties and the other for students where their autism prevents them from coping with the dynamic nature of changing rooms, staff and subjects ever 45 minutes, as per our secondary school operating model. Classes usually have 1 teacher and at least 1 LSA across the school.

Some students require 1:1 support at times, this is done on a needs basis and is decided by the School. The School uses the database and observations as a guide for the decision being made. Generally, as the classes are smaller than those in mainstream schools 1:1 support is extremely rare.

Students are identified by baseline testing and continual monitoring via departmental meetings and data analysis for extra input in Literacy and Numeracy. These programmes are devised by the subject leaders for Maths and English and delivered by a variety of staff on both individual and small group basis.

Some of our students have skills and talents in subjects that need to be advanced further, where this is the case we seek opportunities for students to experience these subjects in mainstream and FE settings and support them in accessing this.

What support is available for improving the emotional and social development of Students with Special Educational Needs?

As a school we have a relentless focus on student wellbeing and social emotional growth. We have an intensive tutoring package, with twice daily time in form groups addressing a wide variety of aspects of learning behaviours and pro-social behaviours. We are a restorative school, which insists on high quality, authentic relationships between all members of our community and which has a culture of nurturing these actively, and taking time and care to restore them when fractured. Students learn enormously from the continual rehearsing and modelling of this.

We have a highly evolved curriculum for PSHE which we call PDP (Personal Development and Philosophy) as this includes Philosophy for Children – an approach which is adopted throughout the curriculum to promote the active expression and exploration of viewpoints; and the tolerance and respect of differing ones. We were an early adopter of the new RSE curriculum and have worked with the DfE, other schools and our stakeholders to understand and develop a package which systematically develops the hunger for quality, satisfying and mutually respectful relationships and behaviours in relationships for all our students. We are mindful of the power imbalance in many situations for our students, especially where they depend on others for basic care needs, and have developed an explicit culture around consent to ameliorate this and ensure that our students are safer when not with us.

To promote wellbeing and to enhance these values for students on a day-to-day basis, the Faculty of Wellbeing employ two key initiatives to revisit and reinforce what is learnt within the curriculum. These initiatives are 'The BIG Questions' and the 'Faculty of Wellbeing Award'. With the kind permission of CPSL MIND (register charity number 265087), the initiatives promote 5 core values of wellbeing. These are; Keep Learning, Connect, Take Notice, Give and Be Active. The Faculty of Wellbeing award acknowledges students efforts that reflect these. By significantly reflecting the values, students are 'nominated' for the main award. The community then vote, blindly, for the student that they feel best reflects values of wellbeing. Previous nominations seen within the Baycroft School community are; donating hair to the Little Princesses Trust (a charity that turns real hair donations into wigs for children who have lost their hair through illness), and; for helping a member of the wider community who was in need of emergency medical attention.

The BIG Question is a weekly poll that is sent out to all students in the school. It provides them with an opportunity to critically discuss a question in a group forum. The students will then 'vote' for a yes/no outcome. There is no unsure/maybe/depends, as yes/no responses develop the key critical thinking skills. The questions are based on the curriculum and the core values of wellbeing. Examples of previous questions are; Is a burger a healthy breakfast choice? Should we spend vast amounts on space travel when poverty exists in the world? One final example (in line with current affairs), Is 'Trick or Treating' socially/morally acceptable?

All students are provided with breakfast in the form of toast as we recognise that some students travel a long way to get into school. We believe that primary needs must be met in order that students can learn well.

The school is now systematically tracking student social and emotional development using a tool based on the Autism Education Trust materials with bespoke elements for our learners and our context. These contribute to targets and focus areas to be promoted across the entire school day, and reviewed termly by tutor staff through observation and discussion.

We also harness the remarkable impact of team work and team identity. Opportunities are available to all students to represent the school in a multitude of sports; we are a Sports Award Silver school. There are creative ventures aplenty both on site in shows and productions but also off site, travelling to concerts and competitions eg Global Rock Challenge. We are an ArtsMark school. We have a well-developed house system which encourages identity in vertical teams across the school and which creates healthy competition and collective pride in achievements. Our new social/emotional tracking system enables us to profile students against key capabilities and to focus on developing areas which need to be brought up to the strength of others for each individual.

Occupational Therapy is commissioned by the Local Authority on a case by case basis to support students who are experiencing Sensory Modulation and Regulation Difficulties and whose EHC Plans articulate the requirement for support to address this need.

The school works closely with CAMHS who meet with us periodically to discuss cases that re open to them and who might be referred. The School refers to CAMHS for support where there are Mental Health concerns as well as for ADHD and ASD diagnosis and long term care. There are very significant delays in service for children and families trying to access CAMHS support in our area and this has an adverse impact on their wellbeing. We provide as much service as we can to ameliorate this but the school can only provide limited interventions.

The School has facilities for administering medicines. There are 2 Staff with the training required to administer medicines. We also have a shower and hoist area for students needing intimate care and assistance. Physiotherapy and occupational therapy programmes can also be delivered in this area using the special floor surface or the therapy bench, depending on the direction of the supervising OT or Physiotherapist.

There are 6 Designated Safeguarding Leaders (DSL) in the School, as well as a senior qualified social worker Assistant Headteacher who is also in charge of our provision for training social workers for the universities of Portsmouth and Winchester. Safeguarding is a very high priority for all staff and there is a very strong safeguarding culture with continual training and updates, via our embedded social worker. Full vetting procedures are followed when appointing staff using the HCC policy as guidance. All staff and volunteers are DBS and prohibition list checked. The school is secure with fob keys used to gain access in and out of the premises and school gates.

Behaviour is monitored continuously using the school's information management system and provision is modified for students struggling with their behaviour. Parents/Carers are involved in this process; close liaison is paramount to enable cohesive working.

The tutors, under the senior leaders with this remit monitor attendance on a daily, weekly and termly basis. Every absence is addressed with a same day telephone call. Daily contact during a period of absence is expected from parents/carers. If no contact is made this will be marked unauthorised. If this is sustained for more than 3 days we will contact Children's Services to request a welfare check as the student will be deemed missing.

There is a strong Student Council, with regular meetings together and with the Governing Body. The representatives, including Head Boy and Head Girl, are responsible for bringing the thoughts of the school community to the attention of the Headteacher and school leaders. They play a key role in determining priorities for the improvements to the School.

There is extensive additional support for both Young Carers via Hampshire Young Carers and a programme of activities and engagement, as well as for Children in Care. Both groups benefit from Circle of Friends and problem solving/sharing friendship groups, additional respite activities and 1:1 pastoral time with staff to ensure that their wellbeing is constantly monitored and nurtured. Students aspire to achieve their green (good) and purple (exceptional) stamps through their learning enabling them to achieve rewards of their choice through the extensive monitoring systems. They claim these points at the end of every term.

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

All students attending the School have SEND and therefore all staff are very experienced in working with young people with Special Educational Needs. New staff are systematically inducted and trained in developing their skills through in house training and outside training, as well as networking with other special schools.

Staff are trained specifically in Autism Spectrum Disorders, Speech Language and Communication, SpLDs Hearing Impairment, Visual Impairment, Fine and Gross Motor Difficulties, Attachment Disorder. This is in addition to all staff being trained to deliver intimate care and currently undergoing a staff wide programme of Makaton training. Some of the staff team are fluent in Makaton and are deployed to work with students who most rely on this to succeed.

Where further training is needed for a specific student, who is new to the school or who has a new need identified, training delivered to individuals. This training is then cascaded throughout the staff.

A Speech & Language Therapist comes to the school for 1 day a week and is employed by Hampshire County Council. We also have our own Senior Speech and Language Therapist who is also our Therapeutic Lead, overseeing and quality assuring all interventions which take place and managing referrals.

A role exists for overseeing student medical needs with a very experienced and well qualified medical practitioner who liaises directly with all the consultants and specialist teams for the different conditions which affect students. She draws up Care Plans with these teams and in partnership with parents and carers and reviews and updates them regularly.

The School works closely with Social care and has positive working relationships with this team. Referrals are made to support families in need via the MASH Team where a multiagency approach is adopted to support a Young Person and their family. Where the school feel a family's needs are not met adequately this is challenged through the team managers and district managers. Having our own senior social worker embedded in the school team is pivotal in enabling this very effective work.

Training in the last academic year has included, Speech and Language – Blank Levels and Elklan, Guided Reading, Questioning, Phonics, SHIP Worker training and Supervision, DSL refresher training for all 6 DSLs, Maths and SLCN training, Art for boys, various health and

safety courses, administering medicines, Maths network meetings, exam board training across all subjects, , Designated Teacher and PEP Toolkit training, WTeam Teach Refresher and initial training, safeguarding training CSE, Visual Impairment training, Physical Disability training, autism refresher including PDA training, attachment, ACES and trauma, Intimate Care, Approaches to ASD and Asperger's Syndrome.

How accessible is your education setting (indoors and outdoors)?

The indoor areas on the ground floor are fully accessible in a wheelchair and all rooms can be exited via sloped to the outside. Most classrooms have rise and fall desks. Practical areas have been adapted. The disabled toilet and wet room is fitted with a hoist. The upstairs remains completely inaccessible to students who are not ambulant or not able to navigate 2 flights of stairs. All specialist classrooms have been moved to the ground floor and the upstairs areas are offices and a small number of generic classrooms which are not used for classes with students who cannot access them. This creates a severe and adverse impact on the timetabling of the 17 continually relocating classes in the school and leads to some students having to be taught subjects in unsuitable downstairs rooms. Each class with a non-ambulant student within it exponentially constricts room timetabling. Therefore the school is not admitting young people with such needs at this time as it significantly limits the school's ability to meet the needs of a young person and the experience of their peers as a result. A significant investment from the LA would be needed to overcome this.

How are Parent, Carers and Young People currently involved in your education setting? How can I get involved and who can I contact for further information?

Young people play a significant role in the development of the school through the School Council; this is an active group that discusses and drives developments in the school. Students are listened to and have a significant part to play in developing their curriculum, particularly when this becomes personalised.

They are used as mentors for younger students and assist with induction days and events. The Headteacher's 'open door' policy to all students means that they have direct access to the decision making in the school and are able to (and do!) bring any ideas, concerns or complaints to her. The school is in the process of developing a formal Student Complaints Procedure, to be managed and arbitrated by the students themselves, with support from adults.

By attending the school parents/carers, students and the school agree to the Home/School Contract. This contract outlines the responsibilities of us all and allows us to walk supportively for the good of the students.

Parents are consulted around their young person's learning through Parent Consultation Days and the Annual Review process. The daily diaries provide detailed reporting on every period of the child's day to their parents or carers. In addition to this parents/carers are encouraged to keep regular contact about how their young person is doing through the student's form tutor.

Parents and carers are encouraged to join the 'Friends of the School' to raise money. Currently parents are not well represented in this organisation. Parents and carers work with the school to support their young person. The school hosts workshops and social events for parents/carers.

What steps should I take if I have a concern about the school's SEND provision?

In the first instance you should contact the Form Tutor and/or the designated provision lead for the key stage, who will try to resolve the issue for you. Following this you should follow the school's Complaints Procedure which is available on the school's website

How will the school prepare and support my young person to join the school, transfer to a new school, or transition to the next stage of life?

Following the placement at the school being finalised by the Local Authority the School makes contact with the young person's current setting and with parents/carers to begin transition into the School. The Year 7 Tutors will go to the current setting and find out as much information as possible about the young person in order that we can make the move as comfortable as possible. As soon as the placement is confirmed we begin transition, we may personalise the transition into the school depending on the needs of the young person. Each key stage has a practitioner responsible for overseeing all induction and transition into the school.

Some Year 10 and 11 students are able to complete a long or short-term Work Experience placement. This is done on a needs basis as it is more appropriate for some and not for others. Placements are tailor made with some students doing an internal work experience at the school.

There is a systematic programme of practising interview techniques and social skills, culminating on a day of practice interviews with real employers. The school buys a full Service Level Agreement from Education Business Partnership and this gives our students access not only to 1:1 bespoke transition work for every student, especially in relation to college and post-16 option. Additionally, we have a full programme of World of Work activities, access to workplace visits and college transition programmes. We work to the Gatsby Standards for Careers Education and this is becoming a strength of the school's provision.

The school keeps in touch with former students and their families for a period of time after they leave our school (usually the autumn and spring term of year 12), in addition, we welcome contact us should the former student require further SEN support when at college or if the placement is under pressure. We use our good links to support students in maintaining their post-16 places.

Where 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>