

Prince William School

SEND Information Report

What kinds of Special Educational Needs does Prince William School make provision for?

Prince William School is part of the East Midlands Academy Trust. We aim to meet the needs of all students. As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, subject to the ongoing budgetary and resource constraints and the availability of relevant professional expertise. This has included pupils with profound hearing and speech impairments, moderate learning needs, social, emotional and mental health difficulties and autism.

How would Prince William School identify and assess my child's special educational needs?

All students have access to quality class teaching and the broad curriculum. Subject teachers make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected academic progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Teachers also assess progress in areas other than academic subjects – for instance, they will check whether a pupil needs to make appropriate progress in social skills, emotional well-being or their physical development.

If problems persist and a pupil continues to fall behind, then subject teachers and Heads of House, in collaboration with parents, need to see if they can identify a particular barrier to learning.

Subject teachers and the pastoral team will also meet with the SENDCo discuss concerns. Together they may be able to identify barriers to learning with reference to Northamptonshire SEN Descriptors, and SENDCo might therefore suggest strategies to try to help accelerate progress. A record will be kept on the way a pupil responds to particular strategies, as this can further help identify their particular need.

Once further evidence has been collected the SENDCo, with the parents'/carers' permission, may decide to make a referral for further assessment to either a Local Authority provider e.g. Community Paediatrician, ASD/ADHD Team, Specialist

Support Services or commission an outside agency e.g. Educational Psychologist to undertake further assessment.

How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

We have a system of monitoring, evaluating and reviewing our provision. We monitor the effectiveness of our provision and review the impact through our termly tracking systems. Subject teachers, Heads of House, the SENDCo, senior leaders and Governors are involved with the process.

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

If an area of need is highlighted as a cause for concern, we will let you know by either phone, email or using our termly progress reports. If more information is needed, you are welcome to contact the SENDCO or Head of House and arrange to meet to discuss their progress.

If your child has an Education Health & Care Plan, we will additionally facilitate annual reviews.

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

All planning, both medium term and short term is highly differentiated within the class. Subject teachers are provided with suggestions by the SENDCo, Educational Psychologist, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Community Paediatricians, Visual Impairment team, Hearing Impairment Team, school nurse and any other specialist advisors where and when appropriate. We can also offer more personalised timetables for specific children when need arises, using our school Hub.

How do you adapt the curriculum?

Our aim is to provide a curriculum that is relevant and broad and helps students to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences. We aim to ensure that all students receive the same curriculum, differentiated so that it is accessible to all. However, a few students are withdrawn from certain lessons for specific intervention strategies. AT KS4 and KS5 we aim to provide a range of courses which meet the needs and interest of all students.

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

We constantly review students' needs using our systems of monitoring, evaluating and reviewing, our experience, and the expertise of any other professionals involved. This helps identify what, when and where additional support may be needed.

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

Every student has the opportunity to access trips including, residential if parents wish.

Risk assessments are completed for all trips. Specific risk assessments may be completed for individual children.

All students are also invited to join in with the variety of after school clubs that are available.

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

We have an appropriate safeguarding policy and systems in place. Student's health and well-being is very important to us. Our Pastoral Team, Welfare Office and SENDCo liaise with all members of staff, parents and other agencies to support all students. We also have our school Hub for specialist support with mental health. The staff who run the Hub facility are trained Mental Health First Aiders and offer a variety of tools and strategies to support all students. We also have access to counsellors and youth group counselling services.

Who is Prince William Schools SENDCo?

Mrs Kay Sammon, who is available via the school office on 01832 272881 or by email on kay.sammon@pws.emat.uk

What training have staff had to support children and families with special educational needs?

All of our teachers are qualified and some have undertaken specialist further training for example, with regard to Autism, Attachment, SEMH, Attention Deficit Hyperactivity Disorder, and Sensory Processing. Our Teaching Assistants have also accessed a range of training to support their roles. Additionally, we have staff who are trained to provide therapies for children including Drawing and Talking and

Restorative Justice, and we have access to qualified counsellors who are available by appointment to support our students' mental health needs.

Professional development is on-going and matched to the needs of the students.

Accessibility - How accessible is our school?

Wheelchair users can access the school through main entrances, avoiding steps. Ramps are in place to provide access to the ground floor rooms throughout the school and we have a lift for access to the central area first floor. There is a disabled toilet.

How does the school get specialist equipment?

When specialist equipment or a high level is required to support a student with special educational needs, the school will fund this as additional SEN support up to £6,000 per year for each individual. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding. The school uses this funding to purchase / hire / commission specialist equipment and expertise in relation to its use from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

How are parents/carers with children with special educational needs included in the education of their child / children?

We hope to meet new parents/carers at the stage when they are deciding which secondary school is their preferred choice for their child. We hold a new parents/carers evening prior to students starting school.

We hold twice-yearly Progress Evenings and parents/carers are very much encouraged to come along and share their child's learning. Additional reviews may be arranged to discuss a student's provision if needed.

Alternatively, parents/carers are welcome to contact the school offices at any time during the school year to make an appointment to meet with their child's tutor, Head of House, or the SENDCo.

How are children with special educational needs involved in their education?

In most subjects, all students are involved in monitoring and reviewing their progress through the use of short step targets. We try to involve all students fully by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning

- where possible, share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and, with help, set new targets
- monitor their success at achieving their targets on their SEN Individual Education Plan, if they have one.

The children can also be involved in influencing the running of the school through the school council.

What do I do if I have a concern about the provision provided for my child?

In the first instance we would encourage parents/carers to contact their child's form tutor or subject teacher. If they continue to have concerns then we ask them to contact the SENDCo or the Head of House. If the concern still persists then they should contact the Deputy Headteacher, Mr Kennedy or the Headteacher, Mrs Dormor.

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

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

We work closely with the following to support students' needs:

- Community Paediatricians
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Educational Psychologists

We also liaise with specialist services including Hearing Impairment Teams, Visual Impairment Team, Specialist Support Services, CAMHS (Child and Adolescent Mental Health Services) and Social Services.

Which support services can I contact?

- Educational Psychology Service Contact Number: 01604 361416
- Educational Inclusion and Partnerships (EIP) Contact via Northamptonshire County Council website
- Information Advice Support Service for SEND in Northamptonshire Contact Number: 01604 636111 or www.iassnorthants.co.uk

- Virtual School for Looked After Children virtualschool@northamptonshire.gov.uk
- School Nurse Contact email
- Northamptonshire County Council: See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans

<http://www3.northamptonshire.gov.uk/councilservices/children-familieeducation/send/local-offer/Pages/default.aspx>

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

We work closely with the local feeder schools, and liaise with staff regularly, including the transfer of children's records. Visits and information sessions are arranged for both parents and pupils pre-transfer.

Activities are also arranged to allow students to become familiar with their new school, and we offer extra transition days for those who need them.

When a student moves to another setting we actively liaise with the receiving school to enable the transfer to be as smooth as possible.

All those with Education Health & Care Plans will have next phase destinations and transition arrangements discussed at their Annual Review and the SENDCo attends.

Where can I find where the Local Offer of Northamptonshire County Council is published?

Please use the link below

<http://www3.northamptonshire.gov.uk/councilservices/children-familieeducation/send/local-offer/Pages/default.aspx>

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