

## Special Education & Disability Information

### Report Bradstow School 2017 - 18

#### **Part of the Wandsworth Offer for Learners with SEND**

At Bradstow School the central purpose of our presence in the lives of children and young people is to nurture, teach and sustain the experience of connectedness, companionship and community through the principles that make every one of us feel safe, loved unconditionally, loving towards others and engaged in a meaningful life.

The Culture of Gentleness can be supported at Bradstow School by:

- Keeping our young people at the centre of everything we do
- Working harmoniously together so we can realise the goal of giving each young person a real life
- Fostering a sense of community within Bradstow School

#### **Introduction**

Welcome to our SEN information report which is part of the Wandsworth Local Offer for Learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools, have a legal duty to publish information on their website about the implementation about the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. The required information is set out in the SEN regulations which can be found in SEND Code of Practice 0 – 25: January 2015 where the requirements are that all schools publish information on their website about the implementation of the Governing Body's policy for pupils with SEN (see section 6.79 – 6.83 Publishing information: SEN Information report). Our SEN Information Report is closely linked to Wandsworth's Local Offer. From September 2014 Local Authorities and schools have been required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents and carers in understanding the range of services and provision within the Local Authority.

At Bradstow School we are committed to working together with all members of our school community. The people to contact are if you have any questions are:

Andre Haynes – Chair of Governors

Sarah Dunn - Headteacher

Jim Connolly – Head of Residential Services

Julia Evans – Pupil Administration Officer (referrals)

Bradstow School Community Council – Sharon O'Connor

If you have any specific questions about the Wandsworth Local Offer please look at the authorities website.

**There are many SEN terms that are abbreviated.**

*Below is a glossary of the most commonly used SEN abbreviations and their terms.*

<b>ADD</b>	Attention Deficit Disorder	<b>KS</b>	Key Stage
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder	<b>LAC</b>	Looked After Child
<b>ASD</b>	Autistic Spectrum Disorder	<b>LEA</b>	Local Education Authority
<b>CAF</b>	Common Assessment Framework	<b>LSCB</b>	Local Safeguarding Children's Board
<b>CAMHS</b>	Child and adolescent mental health services	<b>NC</b>	National Curriculum
<b>CAMHS</b>	Child Adolescent Mental Health Service	<b>OT</b>	Occupational Therapist
<b>CIN</b>	Child in Need	<b>PBS</b>	Positive Behaviour Support
<b>COP</b>	Code of Practice	<b>PEP</b>	Pupil Education Plan
<b>CP Plan</b>	Child Protection Plan	<b>SaLT</b>	Speech and Language Therapy
<b>EAL</b>	English as an Additional Language	<b>SEN</b>	Special Educational Needs
<b>EHCP</b>	Education, Health and Care Plan	<b>SENCO</b>	Special Educational Needs Coordinator
<b>EP</b>	Educational Psychologist	<b>SEND</b>	Special Educational Needs and Disability
<b>IEP</b>	Individual Education Plan	<b>SLD</b>	Severe Learning Difficulty
<b>IRO</b>	Independent Review Officer	<b>TAC</b>	Team Around the Child

## Context of Bradstow School



bicycle track, pottery, all weather football pitch, sensory garden, and extensive grounds and horticultural projects.

The school supports children and young people with severe intellectual disabilities who are on the autistic spectrum continuum. Many of our children and young people have associated communication difficulties and emotional/behavioural challenges associated with their disabilities and medical problems.

Bradstow has been consistently judged as “Outstanding” by Ofsted for the educational provision and residential care that we offer children and young people with autism, severe intellectual disabilities and associated complex behaviours. Our most recent inspection was in December 2015. Bradstow has Specialist status in SEN Communication and Interaction, and offers a diverse range of specialised support and provision. This includes particular expertise in the areas of Gentle Teaching, Positive Behaviour Support and Functional (Augmentative) Communication Training.

***“Incidents of challenging behaviour are looked on as opportunities to discover what questions the student is asking through their behaviour. By managing the environment positively, students learn to understand how to behave appropriately.” Ofsted 2013***

Bradstow is unique, as is the range of provision we offer children and young people aged 5-19. We provide individualised, 24-hour care with access to full educational and therapeutic support within the waking curriculum, in an environment that is safe, loving and predictable. Integrated planning and programming throughout the school’s multi-disciplinary community ensures that transition issues during the day for children with autism are minimised and there is a consistent approach for each individual child or young person’s individual needs.

**Below are Bradstow School's response to these questions.**

### **1. How does Bradstow School know if children need extra or additional help?**

We know when pupils need help if:

- concerns are raised by parents and carers, teachers and TAs, or the child
- limited or below expected progress is being made
- there is a change in the pupil's behaviour or progress across all outcomes

### **What should I do if I think my child may need additional support?**

- The class teacher is the initial point of contact for responding to parental concerns. More significant and immediate concerns should be escalated to the Educational Management Team. Any concern can be raised at the Annual Review
- If you have a query or concerns then please contact the Educational Management Team

### **2. How will I know how Bradstow School is supporting my child?**

- Each pupil's education will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This will include the additional general support by the teacher or teaching assistants in the class.
- If a pupil has a need related to a more specific area of their education or behavioural support, then this is identified in their Individual Education Plan or Positive Behaviour Support Plan. These are overseen by the teacher and keyworker. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision schedule and at internal reviews. If you have any queries related to the interventions used at Bradstow School please do not hesitate to contact the class teacher or Deputy Headteacher.
- Pupil Progress Assessment is carried out by the class teacher each term. There is a termly meeting where the class teacher meets with the Deputy Head Teacher and the Pupil Data Manager to discuss the progress of the pupils in their class. This shared discussion and review of data highlights any potential problems or trends in order for further support to be planned and implemented for the pupil.

- Occasionally a pupil may need more expert support from an outside agency, for example, CAMHS or physiotherapy. A referral will be made, with parental consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of medical or therapeutic support is usually provided to the school and parents/carers.

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

- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- Teaching Assistants (TAs) are allocated to work with the pupils in a 1:1 or small focus group in class to target more specific and differentiated needs and outcomes.
- All our pupils at Bradstow School have been identified as having a special need, and they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher each week and reviewed by the class teacher six times per year. IEPs will be discussed and shared with parents and carers.
- If appropriate, specialist equipment and resources may be given to the pupil e.g. writing slopes, move and sit cushion, pen/pencils grips or easy to use scissors and adapted teaching resources.

### How will I know how my child is doing?

- You will be able to discuss your child's progress at the Annual Review and during Open Week. There are numerous other opportunities available to discuss progress at school events and visits to the school, regular phone calls, email etc. You are invited to contact or visit the school at any time.
- Your child's class teacher or the Deputy Headteachers will be available if you wish to raise a concern. Appointments can be made to meet and or to speak in more detail to by phoning or emailing the school office at any time.

### How will you help me to support my child's learning?

- The multi-disciplinary team at the school may suggest ways of how you can support your child at home. Individualised visual communication aids (including social stories, calendars and schedules) are provided by the school's Learning Resources Centre (SALT Team) and can be made to suit the home environment. In addition outreach behavioural support can be offered for issues arising at home.
- Any member of our multi-disciplinary team may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs or communication at home.
- If outside agencies e.g. Educational Psychologist have been involved suggestions and interventions are normally provided that can be used at home.

### What support will there be for my child's overall wellbeing at Bradstow School?

The school offers a wide variety of pastoral support for pupils who are encountering behavioural challenges associated with their disability.

These include:

- Members of staff such as the class teacher, keyworkers and all senior managers are available for pupils who wish to discuss issues and concerns at any time. Where appropriate mediation sessions are carried out. The school has an active Bradstow Community Council, key working sessions for individuals and individualised communication aids.
- Pupils with medical needs:
- All pupils have a detailed Health Plan and a Care Plan which is compiled by key workers with support from the school nursing service, medical professionals and in consultation with parents/carers. These are discussed and shared with all staff who are involved with the pupil.
- Staff receive epipen and epilepsy training delivered by the school nurse.
- Staff have basic first aid training and safe handling of medicines.
- Staff have training in specific medical conditions and protocols as required.

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

- School Improvement Partner
- Child Protection Advisors
- Educational Psychologists
- CAMHS (Child & Adolescent Mental Health Service)
- Tizard Centre
- Social Services
- School Nurse
- Occupational Therapy
- Speech and Language Therapy / Learning Resources Centre
- Challenging Behaviour Team / Prospects PBS (Bild accredited)
- Alternative Therapies
- Gentle Teaching International

An Educational Psychologist is allocated to visit each school by the Local Authority. He/she would normally only work directly with pupils whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them by the school or where further support is required. This involvement is generally planned between the Educational Management team and External Agencies Liaison Manager. When there is the involvement of an Educational Psychologist they will generally meet with the teacher and give feedback after any assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

## 7. What training are the staff supporting children and young people with SEND had or are having?

All members of staff have received extensive training related to SEND including a rigorous Induction Programme.

These have included sessions on:

- Safeguarding
- Autistic Spectrum Disorder
- Positive Behaviour Support
- Gentle Teaching / reflective practice
- Prevent Agenda
- Rights Respecting School
- First Aid
- Safe Handling of Medicines
- Wellbeing / trauma
- Speech and Language difficulties / Functional Communication Training
- Makaton
- E-safety
- Sensory Integration
- Down's Syndrome and other specific conditions
- Child Sexual Exploitation



## **8. How will my child be included in activities outside the classroom including trips?**

Activities and school trips are available to all.

- Risk Assessments are carried out and procedures are put into place to enable all children to participate in all activities both on the school site and in the local community. The local area is rich in resources and offers a wide range of opportunities for pupils.
- The school offers an extensive range of activities on site. These include a swimming pool, interactive bicycle track, outdoor all weather football pitch and play equipment, interactive soft play and rebound therapy.

## **9. How accessible is the school environment?**

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- All residential and educational accommodation is on the ground floor and easily accessible.
- Wider doors in some parts of the building.
- A toilet adapted for disabled users.

## **10. How will the school prepare and support my child when joining Bradstow School or transferring to a new school or post 19 provision?**

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Assessment visits, information exchange and discussions between the previous or receiving schools prior to the pupil joining/leaving
- all pupils attend transition visits where they spend some time with their new class teacher and new staff, see the new environment
- additional visits are also arranged for pupils who need extra time in their new school

- The Headteacher always meet parents/carers prior to their child joining the school / residence and before assessment to discuss the school and its approaches
- Post 19 provision visit the pupils at Bradstow
- SALT Team provide social stories, calendars and visual resources and communication passports and pass on information regarding pupils communication needs
- Teachers and care staff visit previous school settings

### **11. How are the school's resources allocated and matched to children's special educational needs?**

- The budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's or cohort's needs.
- The additional provision or resources may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Resources may include deployment of staff or the adaption of the environment depending on individual circumstances.

### **How is the decision made about how much support my child will receive?**

- These decisions are made in consultation with class teacher and Senior Leadership Team. Decisions are based upon termly tracking of individual pupil's progress and as a result of assessments by outside agencies.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

### **How will I be involved in discussion about planning for my child's education?**

All parents and carers are encouraged to contribute to their child's education and care at any time.

This may be through:

- Discussions with the class teacher and Deputy Headteacher
- Discussions with key workers, Home Managers and Care Managers
- Discussions with SALT or OT
- During Open Week
- At the Annual Review
- Parents are always encouraged and supported to comment and contribute to the EHCP, on their child's annual reports, IEP and recommendations with possible suggestions that could be incorporated.

### **Who can I contact for further information?**

If you wish to discuss your child's educational needs, or are unhappy about something regarding your child's schooling, please contact the school office to arrange a meeting with the Headteacher: Sarah Dunn 01843 862123

We hope this has answered any queries you may have but please do not hesitate to contact the school if you have further questions.