

SEND Information



GLENWOOD
SCHOOL

BE YOUR BEST YOU

Approved by:

Mrs. J Payne (Head
Teacher)

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Last reviewed on:

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Glenwood School SEN Information Report 2020/21

All pupils of Glenwood 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

Global Developmental Delay

Hearing Impairment

Visual Impairment

Sensory Integration Impairment

Medical Needs including Epilepsy, diabetes and ADHD where pupils 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 pupils' progress and achievements daily, weekly, and termly through our tracking Database. Pupils' behaviour, attendance and achievement in lessons are tracked on a lesson by lesson basis. This means we can scrutinise the progress pupils are making and their barriers to learning by subject, times of day, days of the week etc. This enables us to identify quickly pupils who require further interventions and to evaluate the impact. These pupils are discussed among various staff teams where provision and strategies are developed to move them forward with their progress. The school has a Well-Being Manager who, along with a team of ELSA's work together with staff to establish those pupils requiring further interventions to support well-being and resilience. Pupils are in class sizes of no more than 10, with a teacher and at least 1 learning support assistant so that they receive the support they need to access learning and make progress. The Leadership

Team report to the Governors regarding numbers of pupils who require further academic interventions. Our tracking systems are used to judge if additional support offered has had an impact as it tracks the improvements of a pupil on a lesson by lesson basis. Points awarded in every lesson can be monitored in areas which include communication, respect, engagement and achievement. We celebrate effort and progress weekly during our Friday assembly, each certificate reflects also the school's values that the pupil has displayed in their learning and interactions. The School uses B Squared, a commercial package, to track the achievements and progress of our pupils in their journey to achieving GCSEs and other accreditation. This enables us to predict the outcomes for pupils and plan the next steps in their journey. Parents are informed daily and weekly of their child's progress in the widest sense. Parents evenings run throughout the year when all pupils, parents and tutors meet to consider aspirations, priorities and progress across the curriculum. Annual reports are produced for all pupils, in addition to the Annual Review of their EHC Plan. These also reflect targets and outcomes expected for pupils, 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 pupils' tutors and their parents/carers by telephone and/or email.

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

We aim for all pupils to access accreditation. Throughout Key Stage 4 we judge the abilities of pupils and their suitability for entry into GCSE, Functional Skills, BTEC, 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. Pre-learning, visits and family discussion based around the coverage of the curriculum areas are always

welcomed and valued. 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 pupils as there is a wide variety of learning need throughout the school's population. This includes:

1. OT for Sensory Modulation is in place for pupils whose EHCP plans specify this; they are assessed by our commissioned OT and staff are trained in the delivery of the exercises.
2. 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.
3. Speech, Language and Communication – this is delivered with the supervision of one of the Speech and Language Therapists attached to the school. Some pupils have 1:1 sessions and some have development programmes delivered throughout their classroom learning.
4. The school has a wellbeing team, headed up by a senior practitioner. 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, Nurture Groups, Sensory Room 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.
5. Pupils have access to ear defenders, sensory toys, visual symbols, schedules, social stories, differentiated work that is presented to pupils with their individual needs in mind.
6. 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.
7. Hearing Impairment – we work closely with the Hearing Impairment Teacher Advisor and we have a staff who look after hearing aids.
8. 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.
9. Where a pupil 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 pupil, parent/carer and staff of the school.

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

All of our pupils 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 10. Some are smaller as the students in that class require this more intensive provision and their places are resourced to reflect this. Classes usually have 1 teacher and at least 1 LSA across the school. Some pupils 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. Pupils 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 Math's and English and delivered by a variety of staff on both individual and small group basis.

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

As a school we have a relentless focus on pupil 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, with an aim of instilling school values and developing emotional intelligence and resilience. 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. Pupils learn enormously from the continual rehearsing and modelling of this. We have a highly evolved curriculum for PSHE the approach of 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, and our stakeholders to understand and develop a package which systematically develops, satisfying and mutually respectful

relationships and behaviours in relationships for all our pupils. We are mindful of the power imbalance in many situations for our pupils, 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 pupils are safe when not with us.

Breakfast is provided for all pupils in the form of toast as we recognise that some pupils travel a long way to get into school. We believe that primary needs must be met in order that pupils can learn well.

Opportunities are available to all pupils to represent the school in a multitude of sports. There are creative ventures aplenty both on site in shows and productions but also off site, travelling to museums, plays and areas of natural beauty.

Our new social/emotional tracking system enables us to profile pupils against key capabilities and to focus on developing areas which need to be developed for each individual.

Occupational Therapy is commissioned by the Local Authority on a case by case basis to support pupils 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.

Physiotherapy and occupational therapy programmes can also be delivered, commissioned by the Local Authority.

There is 1 Designated Safeguarding Leaders (DSL) in the School, and 4 Deputy Designated Safeguarding Leads (DDSL'S). Safeguarding is a very high priority for all staff and there is a very strong safeguarding culture with continual training and updates. Full vetting procedures are followed when appointing staff using the HCC policy as guidance. All

governors, 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 pupils 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 pupil will be deemed missing.

There is a strong Student Council, with regular meetings together and with the representatives, 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.

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

All pupils 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. Staff are trained specifically in Autism Spectrum Disorders, Speech Language and Communication, SpLDs, ADHD, Elective Mutism, Fine and Gross Motor Difficulties, and Attachment Disorder. Where further training is needed for a specific student, who is new to the school or who has a new need identified, training is 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. 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 Well-Being Manager embedded in the school team is pivotal in enabling this very effective work.

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

The school is fully DDA compliant. Wheelchair users can navigate the school on the ground floor but not the whole site independently. There is access to disabled toilets.

Due to the age of the building not all areas are accessible for wheelchair users, which significantly limits the school's ability to meet the needs of a young person, and therefore we are not admitting young people with such needs. 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. Pupils 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 pupils and assist with induction days and events. The Head teacher's 'open door' policy to all pupils 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 Pupil Complaints Procedure, to be managed and arbitrated by the pupils themselves, with support from adults. By attending the school parents/carers, pupils and the school agree to the Home/School Agreement. This agreement outlines the responsibilities of us all and allows us to work supportively for the good of the pupils. Parents are consulted around their young person's learning through Parent's Evenings and the Annual Review process. Parents are consulted about their child's curriculum and the school's vision and ethos. 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 pupil's form tutor. Parents and carers are encouraged to join the 'Parents of Glenwood' to raise money. Parents and carers work with the school to support their young person. The school hosts workshops and social events for parents/carers. Parents are most welcome to apply to be a parent governor, please contact the school office if you are interested in applying.

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, 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. Our Well-Being Manager 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.

Some Year 10 and 11 pupils 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 pupils 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 pupils access to 1:1 bespoke transition work. 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 pupils 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 should the former pupil require further SEN support when at college or if the placement is under pressure. We use our good links to support pupils in maintaining their post-16 places.

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

Please contact our Admin Team (Alison Southwell: Liz Grady: Maria Hammon) who will ensure that your questions are answered by the most appropriate person (01343 373120)

The information in this report forms a part of Hampshire's local offer which can be accessed at <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>