

Elmwood & Penrose Federation

Special Educational Needs Information Report

February 2017

This SEN Information Report is updated annually to reflect changes and plans within the schools' provision.

What are the kinds of special educational needs for which provision is made at Penrose and Elmwood Schools?

Penrose School is a Primary Special School for children aged between 4 and 11 years (Reception to Year 6). Penrose School caters for children who are assessed as having moderate or severe learning difficulties, profound and multiple learning difficulties and/or Autistic Spectrum Disorder.

Elmwood School is a Secondary Special School for children aged between 11 and 19 years (Year 7 to 14). The Jean Rees Centre which is an integral part of Elmwood School caters specifically for Post 16 students who stay on roll at Elmwood School. Elmwood School caters for children and young people who are assessed as having moderate or severe learning difficulties, profound and multiple learning difficulties and/or Autistic Spectrum Disorder.

Penrose and Elmwood School are two separate schools working together within one Federation. They share the same Senior Leadership Team and Governing Body.

The Local Authority work with the school's to ensure that all admissions are appropriate for the designation of the schools. (Our Admission details are described within the schools' Admissions Policy).

What are the school's policies for the identification and assessment of pupils/students attending the school?

All pupils who attend Penrose and Elmwood Schools will have a Statement of Educational Needs or an Education, Health and Care Plan (EHCP). We continue to work within national guidelines and support the local authority in transferring all our pupils' Statements of Educational Needs to Education, Health and Care Plans.

Through the annual review process, any additional needs or changes in a pupils needs are identified and discussed and appropriate plans are made to meet this change in need.

All families of children and young people that are involved in the transfer process from a Statement of Educational Needs to an EHCP will be fully supported through the process by the school.

What is the provision for pupils/students at Penrose and Elmwood Schools and how is it evaluated?

All pupils/students attending Penrose and Elmwood Schools will have a Statement of SEN or an EHC Plan. Very occasionally, there may be agreement with the LA that a child or young person is placed pending the outcome of an assessment for an EHC Plan. Admissions Policy is available through our website.

"Our ethos is one in which we value learning, friendship, effort and achievement. We celebrate every step towards independence and work to extend this ethos into our wider community to promote an inclusive environment where we all belong."

Our provision is based on strong aims and values:

- Our federation offers a community for all learners.
- We offer a personalised curriculum that challenges our pupils to achieve beyond expectation.
- We promote a culture where learning occurs beyond the classroom boundaries.
- We encourage our pupils to take controlled risks, and have the courage to face the changes that lie ahead for each of them.
- We actively promote a community in which we help each other to achieve more, and to challenge the wider community about their perceptions.
- We support our learners in their endeavours to be respected and make their own choices.
- We seek opportunities for our learners to positively contribute to the world as they grow and become active and engaged citizens
- We help our pupils to find their voice, develop pupils' communication skills and offer a communication rich learning environment.
- We focus on developing creative thought in individuals so that they can look to the future with confidence, and live fulfilling and fun filled lives.

To achieve our vision we aim to:

- Create a happy and secure learning environment where all pupils' needs are met and where achievement and success is recognised and celebrated.
- Ensure that our curriculum suits all learners' needs, that it is rich in content, stimulating and enables pupils to learn.
- Ensure that ICT is an essential vehicle to access and enhance the curriculum and communication for pupils.
- Ensure that internet safety is paramount in keeping all members of the school community safe.
- Provide all staff with training and development opportunities to enable effective practice.

- Promote pupils' spiritual, moral, social and cultural understanding and development.
- Help pupils acquire the knowledge, skills and confidence which will enable them to lead as full, interesting and independent lives as possible.
- Develop pupils' personal responsibility, decision making, problem solving and communication.
- Provide a wide range of learning experiences appropriate for each learner, which are both exciting and challenging.
- Offer opportunities of working alongside others, developing friendships and respect for others.
- Provide pupils with experiences of their own and other religious and cultural backgrounds and values.
- Foster relationships with parents and other professionals.

Further details of all areas of our school curriculum and assessment processes can be found on our website.

The school contact details are on the website where you will be able to access the senior leadership team and/or your child's class teacher.

Staffing levels are enhanced so that pupils are usually taught in classes of up to 10 with a teacher and an appropriate number of teaching assistants to support your child access learning.

The school receives advice from a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals. We are working closely with our health and social care colleagues to implement the new SEN Code of Practice.

We have a school improvement plan and evaluate it throughout the year. The governors support the evaluation of our progress towards our improvement areas.

What training do staff have in relation to the needs of pupils/students at Penrose and Elmwood Schools?

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff are expected to carry out specific training on a regular basis. Training takes place during INSET days and through twilight sessions which run throughout the school year. Training is specifically related to the needs of children in our school and also as required by statutory guidance. We support any NQT's (Newly Qualified Teachers) through the Local Authority programme.

Other staff continue to gain a range of certificates to mark their commitment to courses such as Thrive, TeamTeach and Safeguarding training.

How will equipment and facilities be provided to support pupils/students at Penrose and Elmwood Schools?

Penrose School is a purpose built Special School; designed over 2 floors it provides a fully accessible building for all students with access to the outdoor areas on both floors. There is a lift and stairs built inside the building to enable internal access to all areas.

Elmwood School is co-located on the site of Robert Blake Science College. The school is built over two floors and hosts both stairs and a lift for access. Elmwood School has the use of specialist resources such as Design and technology, science and Food technology rooms for specialist teaching. The Jean Rees Centre is a one storey building built on the Chilton Trinity School site.

All three buildings have the use of either tracking or mobile hoists to support pupils with physical disabilities.

Our website provides more information including pictures of different areas of the schools. We are continually reviewing and updating our equipment including our ICT hardware and software and this is continually updated.

All parents and families are encouraged to visit the relevant school prior to their child attending the school to see what the schools have to offer.

What are the arrangements for consulting parents of children/young people at Penrose and Elmwood Schools and involving them in the education of their child?

At Penrose and Elmwood Schools, parents are fully included in the process of working with their children/young people. This includes:

- Initial visits to school
- Introductory meetings
- Daily home/school book for information exchanges and key messages
- Parent/Carer and teacher meetings including update from professionals
- Annual Review meeting and report
- Parent workshops and training
- Coffee mornings
- Parent mentors working closely with the schools' Family Team
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

What are the arrangements for consulting young people at Penrose and Elmwood Schools about, and involving them in, their education?

All children and young people in our schools are treated with dignity and respect. There is full personalisation for the curriculum for each pupil/student in order that they can access and experience success throughout their school life.

The School Council enables students to contribute and decide on aspects of school life relating to their needs.

The assessment and annual review process of statements of SEN and EHC Plans includes the choices and views of pupils/student, including the completion where possible of the Young Person's Questionnaire.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Penrose and Elmwood Schools?

The schools' complaints procedure is available on the website.

How does the governing body involve others – including health, social services, local authority services and voluntary organisations – in meeting the needs of pupils/students at Penrose and Elmwood Schools and in supporting their families?

Penrose and Elmwood Schools receive multi-agency support from the following:

- Speech and Language Therapist
- Occupational Therapist
- CAMHS team
- Physiotherapist
- Education Welfare Officer
- School Transport
- Social Care and Early Help Team
- Police
- Paediatricians

What are the school's arrangements for supporting pupils/students in transferring between phases of education or in preparing for adulthood?

All transitions are well planned for as children and students move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff.

In year 6, there is a transition programme in place for pupils as they move from Penrose School to Elmwood School; this is also in place for those students moving from Elmwood School to the Jean Rees Centre at the end of Year 11.

We work very closely with the local college, adult services and our families at times of transition to ensure pupils are well prepared.

To read a copy of our Accessibility Plan please see the website.

Where is the information on Somerset's local offer published?

There is further detail on our website of Somerset's Local Offer for Children with Special Educational Needs and Disabilities and for their families on the Somerset County Council website 'Somerset Choices' <https://www.somersetchoices.org.uk/>