



Southbrook School SEND Information Report January 2017

<p>Contact Details: Southbrook School, Bishop Westall Road, Exeter, Devon EX2 6JB 01395 258373 e-mail: admin@southbrook.devon.sch.uk www.southbrook.devon.sch.uk</p> <p>Headteacher: Mrs Bronwen Caschere Chair of Governors: Mrs Susan Smith OBE</p>	
<p>School ethos</p>	<p style="text-align: center;"><u>Our Mission Statement</u></p> <p>‘Our aim at Southbrook is for pupils, staff, families and friends to work together so everybody feels valued and respected and can achieve their very best. As a team, we will support every pupil to make good, healthy choices; and develop the knowledge and skills he/she needs to prepare for adulthood and live a happy, safe and successful life.’ (The Mission statement was created as a collaboration between pupils, staff and governors)</p> <p>It was revised further in July 2016 to...</p> <p style="text-align: center;"><u>Aims</u></p> <p>At all times, we seek to:</p> <ul style="list-style-type: none"> • Respect all • Always try hard • Make safe and healthy choices • Enjoy life
<p>Type of School</p>	<p>Southbrook is a secondary age range special school for pupils aged 11-16 with varied complex needs and abilities. We cater for children and young people with moderate and severe learning difficulties, social and emotional difficulties and autism. A large number of pupils may also have speech, language and communication difficulties, sensory needs and/or physical difficulties.</p>
<p>Our Ofsted rating</p>	<p>Our last inspection, in January 2013, judged the school to be Good in all categories with Outstanding behaviour and safety.</p>
<p>What we do to help our pupils who have special educational needs</p>	<p>All pupils come to Southbrook with a statement or EHC plan detailing their particular special needs. As our core offer, all our pupils benefit from:</p> <ul style="list-style-type: none"> • A tailored package to support their transition into the school. • An accessible curriculum – appropriately differentiated. • The opportunity to gain externally accredited qualifications at an appropriate level. • Smaller classes with higher staffing ratios than in a mainstream environment. • A tutor who has responsibility for the day-to-day management and support of their needs.

	<ul style="list-style-type: none"> • Carefully planned and differentiated teaching. • A staff team that understand their needs, resulting from an on-going comprehensive CPD programme. • Access to an internal pupil support team/ (Inclusion Team) to meet holistic needs. • Personalisation of approaches, strategies and access to resources. • Intervention programmes (academic and non-academic) – (see appendix 1 for details) • Regular assessment, review and reporting cycle of their progress <p>Additional concerns</p> <p>Additional concerns registered by tutors, parents/carers or other agencies are initially addressed by appropriate strategies within the classroom. If, as a school, we feel that we need further advice or guidance we will make the appropriate referrals to external agencies, such as Education Psychology, Occupational Therapy, Early Help for Mental Health etc.</p> <p>Support for pupils with additional needs</p> <p>Attainment and achievements are monitored by teachers. Where a pupil is making less than expected progress, additional support will be provided through Personal Programmes. Interventions are recorded, monitored and measured for impact. Where necessary, further intervention is put in place for the pupil.</p> <p>In some cases it may be necessary to seek assessment by, or advice from, an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil’s parents/carers.</p>
<p>How we adapt our teaching to suit the pupils</p>	<p>Supporting our learners</p> <ul style="list-style-type: none"> • The transition package includes: induction mornings, close liaison with feeder schools and parents, settling in morning, personalised letters and transition booklets and, when required, we also offer bespoke transition packages. • The curriculum is designed at each phase to provide skills and experiences relevant to the age and level of need of the pupils [see Curriculum Statements] • All pupils in Key Stage 4 undertake a range of qualifications at Entry Level and / or GCSE, as well as vocational and functional qualifications. [see Curriculum Statement] • The average class size is twelve pupils with one teacher and at least one teaching assistant. • Each group has a tutor whose primary role is to be the key professional for each of the pupils within their Tutor Group; to be the holder of all current and relevant knowledge and information in respect of those individuals, and to ensure that colleagues have access to all pertinent aspects. They aim to build positive and mutually supportive relationships with families, and to ensure that regular communication is maintained. • Teachers use medium term plans as a basis for short term planning, adapted appropriately to meet the needs of the pupils in each teaching group. Work is differentiated to meet the range of needs within the group. Learning includes access to multi-sensory resources and activities as well as concrete experiences; and is personalised to be accessible and meaningful to the individual. The quality of teaching is monitored through a cycle of regular lesson observations. • The majority of staff training is delivered on-site, either by experienced staff members or external specialists, in order to maximise the number of staff benefitting. It takes place primarily through Inservice Training Days, Twilight sessions and the Monday Directed Time session, or, at times, through attending courses or visiting exemplary provision off-site. We regularly revisit those aspects of training that cover the key needs of our pupil population. Each year we identify and focus on key aspects of the School Development Plan and bespoke training for staff, as identified through their performance management. We also respond to training needs in relation to individual pupils where they have particular needs that we are unfamiliar with.

	<ul style="list-style-type: none"> • We have an Inclusion Team, led by our Deputy Head. The key roles of this team include: supporting the staff team in meeting the wider needs of pupils; pastoral support; providing specialist support and guidance for pupils and their families when outside the remit of the tutor; maintaining regular contact with families in need of additional support, including home visits; liaising with Integrated Children’s Services and multi-agency professionals and coordinating multi-agency delivery where applicable; coordinating therapeutic provision; acting as Designated Child Protection officers and monitoring Safeguarding Policy and Procedures; lead roles in the support and monitoring of Children in Care, Children in Need and adopted children. • Depending on the pupil’s needs, a range of personalised approaches and strategies are put in place within and outside of the classroom. These include the use of additional support, specialised resources and equipment, alternative curriculum, Maths , English and a range of therapeutic interventions.
<p>How we decide what resources we can give to the pupils</p>	<p>As an LA maintained school and commissioned provision all funding is received on a per pupil basis.</p> <p>The Governors and Senior Leaders ensure that the budget is allocated to best meet the needs of the pupils. Any changes to staffing or developments in provision are carefully considered before implementation to ensure they will have maximum impact for pupils’ learning and development.</p> <p>The budget is set on an annual basis and aligned with school development priorities.</p> <p>Governors monitor the budget termly, scrutinize spending and challenge the school to ensure best value.</p>
<p>How can we check that a pupil is making progress and how parents are kept informed</p>	<ul style="list-style-type: none"> • We have introduced a new assessment system which allows for on-going assessment being recorded and these are shared with parents through a login to InfoMentor home. Assessment data in all subjects is collected and analysed to inform accurate monitoring of progress and future planning. It also forms the basis of the annual report to parents and an academic progress report. (This academic progress report is produced to inform the Annual Review of the Statement / EHCP). In addition to Annual Reviews, parents are also formally invited to attend meetings with all teaching staff to discuss progress and review individual plans. Pupils are involved in review meetings and their views are a key part in planning towards outcomes. • In Key Stage 3 we have developed our own Progression Pathways system. We use a software program called Infomentor to record and monitor progress. Parents have access to Infomentor Home which provides live feedback of their child’s progress. • In Key Stage 4 we regularly monitor and share pupils progress towards their qualifications. • As well as Infomentor Home providing live feedback to parents, we regularly report to parents in a variety of ways including; parent’s evenings, Annual Review and written reports.
<p>Support we offer for the pupils health and general well-being</p>	<p>Our Inclusion Team offer a wide range of support including when necessary, and whebn appropriate: _</p> <p>Occupational Therapy</p> <ul style="list-style-type: none"> • Occupational Therapist comes into school one day a week. • Assesses pupils’ sensory needs and recommends using specific items of equipment/exercises to use both in and out of school.

Swimming

- Group swim every Tuesday to address Physio needs.

Physiotherapy

- The Physiotherapist assesses pupils to provide an individual program and/or requests that they attend Core Stability sessions.

Core Stability

- Pupils are recommended for Core Stability sessions either via their Statement, Annual Review, SENco or School Physiotherapist.
- Core Stability is the term used to describe how the postural muscles stabilize the body during movement as well as maintaining correct posture in sitting and standing positions.
- Progress is monitored firstly by the Physiotherapist who carries out 6 monthly testing to identify progress.
- Handwriting tests are also carried out 6 monthly as there is an expectation that accessing the Core Stability sessions alongside the Literacy lesson/interventions will help to improve pupil's handwriting.

Dynamic Stretching at Southbrook

- Pupils are recommended for Dynamic Stretching sessions either via their Statement, Annual Review, SENco or School Physiotherapist.
- Flexibility and mobility signify the range of joint movement, the absence of stiffness in the muscles and the amount of extensibility in the connective tissue (Tendons).
- Improving flexibility, whether it is for sporting activity, enjoying a leisure pastime such as gardening or at work can involve stretching the muscles beyond their natural working state.

Girls Group

- A small, friendly group lead by the School Nurse and supported by one of the Pastoral Team.
- Topics covered are: Body changes in puberty How to manage periods Important vocabulary for periods Personal hygiene

Boys Group

- A small friendly group led by the Pastoral Coordinator that looks at the following topics: Body changes in puberty Personal Hygiene The use of condoms Dealing with masturbation/wet dreams (where appropriate to the group).

Anger Management

- 'What to do when your temper flares' is a book that works through a set of skills to tame anger – to calm down, think clearly, solve problems and be able to move on.
- It aims to improve self-control and exploring feelings.

Emotional Literacy

- Games and activities that support pupils to understand what others might think and feel in relation to their behaviour.

Friendship Support

- Restoring harm that's affecting friendship groups throughout the day.
- Thinking about how we feel and reflecting on how we make others feel to support resolution.

ASC Awareness

- 'I Am Special' supporting young people with a diagnosis of Autistic Spectrum Condition understand their condition, limitations and strengths to support managing themselves effectively.

	<p>Drawing and Talking</p> <ul style="list-style-type: none"> • A low level proactive intervention with the aim of removing emotional pain. • Drawing and talking enables young people to express their feelings in a more visual form. • It can often stimulate deep worries and feelings from the pupils unconscious. • A gentle and supportive way for pupils to create a story through pictures to help them with any issues/worries that they may have. <p>Building Self-Esteem</p> <ul style="list-style-type: none"> • Building self-esteem through play. <p>Narrative Skills Groups Developing the pupil’s ability to tell stories about their own life.</p> <ul style="list-style-type: none"> • What they did at the weekend/school/trip/holiday etc. • Retelling stories about the things they see or hear e.g. books/films/theatre • To think up their own stories e.g. imaginative stories, non-fiction reports in literacy, science and topic work. <p>Speech and Language Therapy (SALT) Support for pupils with speech, language and/or communication needs.</p> <p>Social Skills Groups (Offered to pupils in conjunction with SALT) Teaching basic communication skills, awareness of self and others.</p> <ul style="list-style-type: none"> • Basic rules (good looking, listening, talking, turn taking etc.) • Giving and receiving compliments • Apologising • Friendship <p>Social Cognition Assessment Group</p> <ul style="list-style-type: none"> • For a targeted group of Year 7 pupils who are vulnerable to social and emotional difficulties where language is the main area of difficulty. • Assessing and increasing the adults’ understanding of language impairments and their impact through practical ‘finding out’ activities. • Adults and pupils will learn to use tools that will support, language, social and emotional understanding. <p>Understanding Me Group</p> <ul style="list-style-type: none"> • Helping teenagers with communication disorders to understand and come to terms with their diagnosis. <p>Outline and Detail Group</p> <ul style="list-style-type: none"> • Providing pupils with a framework on which to structure their ideas, focusing on the organisation of expressive language i.e. what to say and how to order it. <p>Anxiety Therapy</p> <ul style="list-style-type: none"> • ‘What to do when you worry too much’ is a book that gives pupils tools to support managing and reducing their anxiety. <p>Grief Counselling</p> <ul style="list-style-type: none"> • Working with pre and post bereaved pupils. • To inform, guide and support pupils while they manage the impact of a death (or separation) of someone significant in their life. • To help pupils work through the grieving process by means of Memory Boxes, Memory Albums, poetry writing etc.
Specialist external services we	We have a pro-active approach to working with other agencies across health, social care and education and have established excellent links across a range of services. We also draw on specialist support in response to pupils’ or families’ changing needs. Such

<p>use when we think extra help is needed</p>	<p>services include;- Educational Psychology, Speech & Language, Occupational /Physio Therapy, Behaviour support team, Communication and Interaction Team, Specialist ASC support, Police Liaison, Diversity Team, Mentoring Services, Early Help for Mental Health etc.</p>
<p>Staff and expertise and training</p>	<p>Across the school, staff qualifications and experience are varied, dependant on their role. We have a blend of primary trained teachers and secondary teachers who specialise in their subject. Some staff also have specific SEN qualifications.</p> <p>As appropriate, staff receive regular and relevant training in Safeguarding, PIPS, Manual Handling, Sensory Needs, medical conditions and teaching and learning.</p> <p>We have an on-going programme of continuing professional development for staff which is integrated with their performance management. CPD may be bespoke to individual staff development or whole school training priorities.</p> <p>Each Key Stage has a team leader, one of the two Assistant Headteachers in the school, both of whom have extensive experience within secondary education and special schools.</p> <p>The school also has a dedicated Inclusion team whose work covers the additional, therapeutic and intervention needs of pupils. This team is led by the Deputy Headteacher and includes the Senior Inclusion Teacher, SENCo, Occupational Therapist, Speech and Language Therapist, PE Co-ordinator and Pastoral Co-ordinator.</p> <p>The School's Pastoral Care team work closely with families and support emotional health and wellbeing of pupils</p>
<p>Inclusion in school activities and trips</p>	<p>We aim to ensure that all pupils have the opportunity to participate in a wide range of school activities and trips. We regularly review and update our offer.</p> <p>We target the use of Pupil Premium funding to ensure that those pupils who are entitled have no barriers to inclusion. We work with parents and any relevant outside agencies to ensure that all pupils have appropriate opportunities.</p> <p>Our charging and remissions policy is reviewed annually and we work closely and sensitively with families who are disadvantaged to ensure they have access and are included.</p>
<p>Our school environment</p>	<p>Southbrook School is in a beautiful natural setting surrounded by trees and its own woodland area, a haven for wildlife! (the fox cub and woodpecker that appear in the photographs live at the rear of the school).</p> <p>Our other facilities include:</p> <ul style="list-style-type: none"> * A large sports field/football pitch/running track. * An all-weather playground with shelters and play equipment including climbing frame. * An allotment area for growing produce. * A large number of laptops, iPads and PC's. * Specially equipped teaching areas for art, design technology, science and food technology. * Quiet areas/rooms for therapeutic work. * Life Skills Centre * Smaller play areas for younger pupils
<p>How we prepare for children and</p>	<p>The vast majority to pupils join Southbrook in year 7/at secondary transfer. As soon as a placement is agreed, we plan a careful induction programme for each pupil, giving</p>

<p>young people to join our school and leave our school.</p>	<p>opportunities for new pupils to meet each other, get to know their new peer group and the staff who will be working with them.</p> <p>We also provide transition events for new families to begin to build friendships and become accustomed to their new school.</p> <p>To prepare for each individual’s education after Southbrook, transition support and CIAG for pupils and their families begins in year 9 through information events which include advice from Careers South West, DIAS (Devon Information Advice and Support); and a wide range of post 16 providers. This is in addition to individual transition reviews.</p> <p>Pupils and families are supported by staff in KS4 and the inclusion team so they are fully aware and understand the options available. This determines their personalised KS4 package which includes work experience placements, vocational courses on and off site; and life skills. Our Key Stage 4 team ensure that support is provided throughout Years 10 and 11, which include visits take place to post 16 placements to ensure as smooth a transition as possible.</p>
<p>How parents are involved in school life.</p>	<p>The relationships we build with families are critical. We establish partnerships with parents and carers at transition to Southbrook, involving families in the induction process. We communicate and share information through home/school planners, fortnightly newsletters and our website. Parents have at least 3 scheduled meetings during the school year to discuss their child’s holistic progress including the annual/transition review.</p> <p>We consult with parents about their and their child’s experiences at Southbrook and this information is collated, analysed and used to inform future developments.</p> <p>We welcome parents to events in school on a regular basis; this includes coffee mornings, charity events, seasonal fayres, school performances and, currently, an after school cookery club for parents and pupils each week, regular parent support group for adopted children, and a Diversity Working Group involving parents and staff.</p>
<p>How do we involve your children in their own education?</p>	<p>Pupils are expected to take a very active role in their own learning and development. They evaluate their own effort and learning during lessons through a points system; and teachers and TA’s follow the school’s marking policy which encourages pupils to reflect and think about their work and the steps they need to take to improve. The School Council acts as a representative voice with an elected member from each class. Every pupil contributes to their Annual/Transition Review by providing information on how they feel about their year, their progress and achievements, and what they would like to get better at.</p>
<p>Who to contact for more information or to discuss a concern.</p>	<p>If you would like more general information about Southbrook please contact us on 01392 258373. Our Admin Team will ensure you are directed to the relevant staff member.</p> <p>Our website provides further information and you can contact us through the contact form.</p> <p>If you have a concern, please raise this with your child’s tutor, or our Key Stage 3 and 4 Team Leaders. If your concern relates to your child’s welfare and well-being please contact the Headteacher, Deputy Headteacher or the Pastoral Team.</p>
<p>The Local Offer</p>	<p>The Devon County Council website provides information about the “Local Offer” www.devon.gov.uk/send. This website provides valuable information about different</p>

	agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.
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