



Chadsgrove School

Special Educational Needs and Disabilities Report

July 2019

Introduction

Chadsgrove School is a purpose-built, local authority maintained, special school for children with physical disabilities and complex health needs located in Bromsgrove, north Worcestershire. The school is an all age (2-19) day school serving children from across the West Midlands (including Sandwell, Solihull and Dudley).

Pupils at Chadsgrove may have physical disabilities such as cerebral palsy, muscular dystrophy or spina bifida, acquired brain injuries, complex medical conditions and epilepsy. In addition, pupils may also have associated needs such as:

- Learning disabilities (moderate, severe or profound and multiple)
- Acute sensory loss
- Communication difficulties
- Autism
- Attention Deficit Hyperactivity Disorder
- Social and emotional difficulties

About 80% of pupils at Chadsgrove use wheelchairs regularly.

All children at Chadsgrove have (or are in the process of obtaining) a Statement of Special Educational Needs or an Education Health Care Plan in which physical disability and/or complex health issues are identified as the primary area of need.

Children may join Chadsgrove at any age between 2 and 19 years and at any point during the academic year. Through high quality teaching, learning and pastoral care, Chadsgrove aims to develop confident, caring and independent young people who are able to succeed in their chosen pathways.

Chadsgrove School maintained its 'outstanding' judgement by Ofsted in January 2016.

Specialist Support

Chadsgrove offers specialist support to pupils in the following ways:

Individualised learning pathways

- Nursing and medical care from on site school nurses and trained support staff
- Physiotherapy including on site Hydrotherapy and Rebound therapy from physiotherapists and trained school staff
- Speech and Language Therapy from speech and language therapists and trained school staff

All classrooms are equipped with a range of specialist and adapted equipment to facilitate curriculum access and specialist bathroom management areas are available throughout the school in order to ensure that the personal care needs of pupils are well met.

Pupil medical care plans are in place and school staff are trained and updated in medical interventions and manual handling as necessary. There are also a number of trained first-aiders in school.

How Chadsgrove evaluates the effectiveness of its provision

The Governors and Senior Leadership Team carries out a rigorous annual evaluation of:

Teaching and learning

Whole school pupil progress

Behaviour and safety

Leadership and management

This evaluation is reported in the School's Self Evaluation Framework document and School Development Plan both of which are carried out in consultation with the Governing Body and take into account the views of parents, school staff, Ofsted, Teaching Schools Alliance partners and the school's Self Evaluation Partner (an external consultant who regularly reviews the work of the school.)

Chadsgrove's arrangements for assessing and reviewing the progress of its pupils

Pupils' academic work is marked regularly with work scrutiny carried out by the Senior Leadership Team to ensure that all pupils are making appropriate progress. The Leadership Team also engage with teaching staff in order to discuss the holistic progress of pupils, particularly when they do not produce 'written' work that is able to be marked.

'SOLAR', an electronic assessment system is used to track the progress of all pupils. Teachers are able to use this system to mark off achievements, add evidence to support their judgements and moderate these alongside other teachers.

Medical needs and interventions are monitored by on-site school nurses and the Medications Manager. In addition, other professionals such as Physiotherapists, Occupational Therapists and Speech and Language Therapists are able to assess, monitor and develop appropriate individual programmes for pupils.

Families are invited to discuss pupil progress at Team Around the Child meetings, Parents' Evenings and Annual Review meetings. They are also encouraged to make contact with school staff should they wish to discuss their child's progress at any other times.

Chadsgrove's approach to teaching pupils with special educational needs

Chadsgrove has teachers and teaching assistants who are experienced in working with children and young people with special educational needs and disabilities and many have additional qualifications relevant to a particular area of interest such as Visual Impairment, Autistic Spectrum Disorder or Profound and Multiple Learning Difficulties.

School staff are also experienced at developing appropriate adaptations both to the curriculum and to the resources used in order to enable all pupils to fully access the opportunities available to them and achieve appropriate accreditations as they get older.

The school believes that all pupils should be given every opportunity to succeed and develop self-confidence. All pupils are offered courses and qualifications that build on and develop progress made up to the end of Key Stage 4. Bespoke programmes of study are developed for all pupils that include English, Maths, ICT, PE, Creative Arts, Independent Living Skills and Work Experience.

Where appropriate, pupils are encouraged to move to a higher level qualification in each subject; where this is not thought to be the best route, pupils are offered the opportunity to develop breadth of knowledge and understanding, for example by studying functional skills English rather than English Language and Literature.

Some pupils in the Sixth Form have the opportunity to access work experience weekly, with varying degrees of support. They are able to experience life outside Chadsgrove and interact with a variety of adults, away from the school environment, which enables them to develop the skills needed to move into the adult world.

All pupils are also encouraged to develop their self-confidence and social skills through sporting and performance events. Many pupils choose a pathway that includes Drama and Music and really enjoy sharing their skills in school and out in the wider community. Sporting activities are also a key choice for many pupils and enable them to develop confidence in their physical abilities and meet up with other pupils from a range of organisations when taking part in competitions.

Pupils with moderate learning difficulties go to mainstream college once a week where they study for an Edexcel qualification and also have the opportunity to mix with a wide variety of other pupils and face the challenges of moving around in a non-specialist environment. This experience is invaluable for those pupils wishing to choose a mainstream post-18 placement and gives them a great experience of the challenges outside the Special School environment.

Adapting the curriculum and learning environment for pupils with special educational needs?

All pupils follow a curriculum that is appropriate to their needs. For pupils with a moderate or severe learning difficulty this will be a highly differentiated version of the statutory curriculum. Pupils with Profound and Multiple Learning Difficulties follow the Barr's Court curriculum which is a sensory based curriculum designed specifically for pupils with complex learning needs.

Where possible, all pupils access the curriculum in small classes with a high staff to pupil ratio.

Sports such as Boccia are offered to support the PE curriculum and many classrooms have physical adaptations such as rise and fall benches and specialist access technology. The learning environment at Chadgrove is fully accessible to all pupils.

Additional support for learning available to pupils with special educational needs

As well as small group learning, supported by a high staff to pupil ratio, individual interventions are put in place where necessary. This may be to develop literacy or numeracy skills or to support a pupil in working towards a particular qualification, for example. Some pupils may also use laptops or other specialist ICT equipment in order to support their learning.

High quality specialist resources and facilities that motivate and engage our pupils, providing opportunities for them to achieve include:

- Multi-Sensory Room
- Hydrotherapy Pool
- Floor Level Trampoline
- Interactive Floor
- Sensory Garden
- Specialist Outdoor Play
- Equipment Soft Play area
- Soundbeam
- Life Skills/Short Break Provision
- Portable Interactive Plasma
- Screens Eye Gaze computers.

Enabling pupils to engage in the activities of the school

The school environment is on one level and is adapted to be wheelchair friendly and accessible by all pupils at all times. In addition, specialist equipment such as hoists are available to ensure, for example, that pupils can access the hydrotherapy pool.

The school has an active School Council with representatives from all classes and this group is asked to contribute to decisions about extra equipment or activities in school. They also raise their own issues of concern in regular meetings with the Head Teacher and have an important role to play in the appointment of new staff.

High staffing ratios are always available to support pupils in a range of activities both during and after the school day.

Improving the emotional, mental and social development of pupils with special educational needs

Peer mentors are available to help pupils work through any difficulties with someone of a similar age or experience. There are also trained well-being mentors available for pupils to talk to about any difficulties they have and 'Chat' clubs for both lower and upper school pupils are available at lunchtimes on a weekly basis. In addition, a youth counsellor spends time at Chadsgrove each week supporting pupils who have experiencing any emotional difficulties. A member staff has been trained on an accredited course to provide 'social and self-awareness' sessions to pupils with emotional and behavioural issues and another member of staff has been trained to deliver 'Drawing and Talking Therapy'.

A wide range of social activities are available to pupils and their families, facilitated by the Chadsgrove Families team and a working group for developing positive mental health across school meets monthly and includes staff, pupils and Governors

The specialist expertise and training of staff in relation to the needs of the pupils

Many of the staff at Chadsgrove have additional qualifications in areas of particular interest such as Profound and Multiple Learning Difficulties, autism and visual impairment.

All staff are trained in a wide range of health and safety techniques such as Manual Handling so that they are able to lift and assist children to move safely. The school also runs a wide range of training including Rebound Therapy courses.

Chadsgrove Teaching School courses, on a wide range of topics relevant to the needs of pupils with special educational needs, are available to any member of staff who expresses a wish to take part.

Availability of specialist equipment and facilities to support the learning and development of pupils

There is a wide range of technological support to enable pupils to learn effectively such as Eye-Gazes, switches and a wide range of programmes and apps for various subjects.

Equipment specifically to help those pupils with physical disabilities includes hoists, Acheeva beds and mini-buses with tail lifts.

The school has its own Hydrotherapy pool and hosts facilities for NHS School Nurses, Speech and Language Therapists and Physiotherapists who work on-site.

Arrangements for consulting parents/carers about their child and how are parents/carers involved in the education of their child?

Form tutors and the Senior Leadership Team will often make a phone call home if they wish to consult quickly with a parent. Pupils also have home-school books which class staff use to communicate with them wherever necessary.

In addition, two Parents' Evenings are held during the course of the year and all pupils have an annual review of their Statement or Education Health and Care Plan to which parents/carers have the opportunity to attend and contribute to. Parents are encouraged to contact the school if they have any concerns about the education of their child (or any other matters) whenever this occurs rather than waiting for a formal review meeting.

For older children, a 'Moving On' event where parents, carers and pupils can access information about possible destinations after Chadsgrove is held each year

Involving pupils in choices and decisions relating to their education

Pupils are asked to contribute their views, wherever possible, to their Annual Review meeting. Pupils are also regularly asked to self-assess their learning to decide if they should move on or keep practising a particular skill. The School Council is consulted on a range of relevant matters and is involved in the appointment of new staff.

Making a complaint about the provision at Chadsgrove

Initially, if parents/carers are unhappy with any aspect of provision at Chadsgrove they should raise the matter with the Head Teacher. If they are still unhappy then they should follow the school's complaints procedure which is available on the school website.

The role of the Governing Body in involving other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of its pupils and in supporting families.

The Governing Body is supportive of the involvement of all other agencies who contribute to meeting the needs of its pupils. They are keen to continue to offer facilities for professionals to work on-site and it is policy and practice to invite all relevant agencies to contribute to individual pupils' EHC plans. Where necessary, appropriate, budgets are put in place to buy-in relevant support from other organisations and support services.

Chadsgrove's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living

Pupils often join Chadsgrove during an academic year and plans are made for phased induction visits where possible. It is usual that all professionals involved with a child would be consulted about the child's needs with regards to specialist equipment etc. When transferring between the primary and secondary phases at Chadsgrove, pupils would have regular visits to their new class base and class teacher before the full-time transfer; there is very close liaison between class staff.

Because of the specialist nature of the environment and curriculum offered at Chadsgrove, almost all pupils choose to stay at the school when moving on from Key Stage 4. If staff felt that the needs of a particular individual pupil could be better met elsewhere, they would do everything possible to support parents/carers in accessing more appropriate provision. Equally, if a parent

wished to move their child to a different organisation, Chadsgrove staff would do all they could to facilitate a move.

The curriculum at Post-16 is devised to enable all young people in Key Stage 5 to experience life in the community and, where appropriate, to access mainstream college in a supported way. Independent Living Skills such as simple cooking, learning how to do laundry and go shopping are developed as appropriate alongside skills such as travel training. The school organises a 'Moving On' event in conjunction with another local special school during the Spring Term to enable parents/carers and young people to gather information and advice about possible post-18 destinations.

Finding the Local Authority's Local Offer

The Local Offer lists and describes all provision offered by Worcestershire County Council for children and young people (up to the age of 25) in the County and can be found at the website www.worcestershire.gov.uk