



## **SEND Information Report**

The SEND Information Report is a requirement under the Children's and Families Act 2014 and will be updated annually by the school in order to reflect any changes that have taken place or are planned to take place. It is intended as a response to specific questions identified within the Act and should be read in conjunction with the SEND Policy, the Equality Scheme and Accessibility Plan. If you have any further questions or would like to seek clarification about the content of this document, then please do not hesitate to contact the school.

### **How does our school know/identify that children have special educational needs?**

Paternoster is an all-age generic special school (2–17) designated to meet the needs of pupils who have severe (SLD) or Profound and Multiple Learning Difficulties (PMLD) and they may also have associated behavioural difficulties and complex health needs.

All our pupils have been identified as having special educational needs prior to entry to the school and will have been placed at Paternoster following agreement by the Children and Young Peoples decision panel (CYPDS) and the Headteacher. All children have an Educational Health Care Plan which describes their individual areas of special need and informs their Individual Education Plan.

Pre-school children may be placed for a period of assessment and will usually have a My Plan plus in place. Placement will be decided by the Local Authority's Early Years Exceptional Need Planning Group. The statutory assessment process included the views of a range of professionals relevant to your child. This will include the Educational Psychologist (EP) and may include the Advisory Teaching Service (ATS) and medical professionals, various therapists, Social Care professionals, Community nurses and CAMHS. A Team Around the Child Review will be held to discuss the My Plan plus and a decision is made as to whether to apply for an Educational Health Care Plan (EHCP). Paternoster follows the guidance of the Graduated Pathway.

All classes have a teacher, a senior teaching assistant and two or more teaching assistants depending on the complexity of needs of some pupils. Teachers can quickly identify any requirements for additional support on an ongoing basis throughout the year and this will be discussed with the senior leadership team.

### **What are the first steps our school will take if SEND are identified?**

Each request for a place at Paternoster will be dependent upon the individual child's needs and all referrals are decided in conjunction with the Local Authority. A multi-agency approach is required with the views sought from other professionals including Education Psychologists in order to create an Education, Health and Care Plan (EHCP). This plan will recommend an educational setting and highlight any additional support/resources required. All children in the primary phase and above have an Education, Health and Care Plan which describes their individual needs. A formal review is held once a year to discuss your child's progress, and how their needs are being met. Any additional needs are discussed as part of the review and if appropriate school provision will be amended. Pupils in the Early Years are assessed by the school as part of the multi-agency assessment for an EHC plan.

### **How will our school include parents and students in planning and support?**

It is extremely important to us to work in partnership with the family in planning for and supporting your child. As part of the statutory review processes, each child has an annual meeting to discuss their progress and review their EHCP. This is supplemented with numerous opportunities throughout the school year for parents to meet school staff; the expectation is that you will be a partner in your child's education. Pupil views are an important part of the review process. Where appropriate, pupils attend their review meeting, or provide written or photographic feedback. Transition reviews, for pupils aged 14 – 16, will be held annually to plan for the most appropriate post-16 placement.

Decisions as to an appropriate setting for Post-16 placement are made throughout Years 10 and 11 in preparation for your child leaving us at 16 years of age to attend an alternative setting best suited to their needs.

The school has an open-door policy and if any parent or carer requires additional support or wishes to discuss any aspect of school life, we will endeavour to find a mutually convenient time to meet with you. Multi-agency meetings are arranged for groups as appropriate and the school employs a Parent support worker. The school website provides useful contacts and information for parents.

Throughout the school year you will be invited to attend a variety of events to include you in the life of the school for example Parents evening, coffee mornings, parent assemblies, Christmas productions and training opportunities such as behaviour or Webster Stratton.

### **How will our school teach and support your child/children?**

All classes in school have a highly skilled team led by a teacher and supported by at least 2 qualified teaching assistants. Class sizes are kept small, range from 5-10 pupils and are grouped according to ability/needs. The class teacher plans for the pupils in their class and is responsible for the overall assessment of their progress.

Paternoster values the contribution that every child can make regardless of their specific needs. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All pupils are valued, respected and considered equal members of the school. We discuss the potential barriers to learning for each individual child at the beginning of the academic year and provide targeted support to optimise learning.

Our curriculum is delivered through the EYFS or two differentiated pathways, Yellow and Blue, in order to provide each pupil in school with experiences that are personalised, relevant, interesting and challenging, as well as to identify opportunities for progression. Each pathway consists of four core areas:

#### **Communication**

#### **Thinking and Learning**

#### **Physical Development, Health and Wellbeing**

#### **Personal Development and Mutual Understanding (Primary) / Learning for Life and Work (Secondary)**

Each pathway offers a means of making subtle distinctions between not only groups of learners, but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach. In some cases, subjects may be discretely taught (Green and Blue Pathways) and in others, they may be delivered more informally through activities/experiences-based learning (Yellow Pathway). We believe that the development of positive attitudes to learning will lead to success and achievement. Every child has an individual education plan (IEP) which includes EHCP/curriculum learning outcomes and small steps. Our children make progress in many ways, not only through academic progress, and we offer them opportunities to generalise and transfer such skills to other locations in the school and out in the community, during curriculum enrichment activities and visits, such as riding, sailing forest and farm school, as well as community events. Inclusive opportunities with local mainstream schools are provided as appropriate to the individual needs of each pupil.

Pupil learning is monitored and assessed on an on-going basis by the class teacher and over-seen by one of the Assistant Headteachers. Pupil progress is reported to the Local Advisory Board and MAT Trustees.

### **Who will be working with your child?**

Pupils are taught as a whole class, in small groups, pairs or 1:1 by the class teacher or a teaching assistant, according to the content of the lesson and the individual needs of the pupils. Where appropriate pupils have an amended timetable suited to their needs, including proactive plans to support skills development and differentiated work in lessons with staff who promote a love of learning and increasing independence. This will also include therapies and Sensory programmes.

## **How does our school ensure that the information about the child's SEND or EHC plan is shared and understood by teachers and all relevant staff who work with your child?**

At Paternoster School there are various meetings that allow information about pupils to be shared with everyone involved. These include yearly EHCP review meetings, pupil meetings, class team meetings, briefings, pupil focus at teacher meetings, whole school meetings and multi-agency meetings. Our Parent Support worker may also be involved in these meetings where appropriate. This is supplemented by written documentation that is available to staff which includes; Pupil Profile, Communication Passport and Positive Intervention Plan (PIPs).

## **What expertise does our school have in relation to SEND?**

All our teachers and support staff are highly skilled in meeting the needs of individual learning, behavioural and social needs of children with Severe Learning Difficulties and a wide range of additional and complex learning difficulties. All staff are trained in Team Teach, Moving & Handling and Administration of Medicines. Staff working with specific pupils with an identified need, receive additional specialist training.

All staff have an on-going programme of continuing professional training and development which is over-seen by the SLT. In addition, all staff receive mandatory training in Safeguarding and we have a rolling programme of specialist training including:

Moving and handling

Administration of medication

Emergency medication

Gastrostomy feeding

Respiratory

Team Teach (behaviour support programme)

MIDAS (Minibus driving)

## **What intervention programmes does our school run and how are they delivered?**

Various interventions are available to learners who are struggling to access the curriculum in a class environment. We draw on a range of teaching strategies to support our pupils. We offer a TEACCH approach for some pupils with autistic spectrum condition, including the use of schedules and workstations. We maintain a calm but productive learning environment to ensure that all our pupils are included in activities. The intervention programmes run by the school include:

PECS, Bearing Away, Numicon, Intensive Interaction, TACPAC, Music Interaction and Hydrotherapy. The interventions are organised as a 1:1 activity or within a small group according to individual needs and expected outcomes.

School staff work closely with the Speech and Language Therapist, Physiotherapist, Occupational Therapist and advisory teachers to devise programmes to support learning across the curriculum.

The school has an ethos of promoting behaviour for learning and we are very proud of our ability to encourage our pupils to be as independent in their learning as possible and responsible for maintaining a high expectation of behaviour. Pupils are very proud of their school and exhibit positive behaviour around school and within the local community. Where pupils require support in managing their behaviour, they may have an individual Positive Intervention or Behaviour Plan, that is agreed by parents and carers, the class team and the Headteacher. The plans are reviewed regularly to ensure that they are having a positive impact on the pupil's learning. Staff are trained in Team Teach and de-escalation techniques and are highly skilled at recognising potential triggers and putting in proactive strategies to minimise any behaviour incidents. The school currently has one "Safe Space", that may be used if a child requires this level of support. Positive behaviours are recognised and rewarded. For further details please refer to the school's Behaviour Policy, Use of Physical Interventions, Anti Bullying Policy and SEND policy on the school website.

### **Which other services do we use to provide for and support our pupils?**

The school accesses a range of specialist services including Clinical Psychology, Social Care and Health Service Professionals and the Advisory Teaching Service. Speech and Language Therapist, Occupational Therapist, Physiotherapists and a School Nursing Team all work within the school and either outline individual programmes for the teaching staff to deliver or will work 1:1 with specific children. In addition to school-based Health and Therapy Support, the school benefits from clinics within and during school day. These clinics include wheelchair clinics, sling Clinics and the school dental service.

### **How does the school provide support to improve emotional and social development and health and well-being of our pupils?**

Pupil's emotional health and well-being is very important to us. We use our curriculum, for example, Personal Social Health and Economic, and Relationships and Sex Education, to help our pupils develop their emotional health and wellbeing as well as to develop resilience skills. Our high staffing levels enable the class teams to allocate additional time as required to support the emotional well-being of individual pupils and provide a positive learning environment.

### **How does our school manage the administration of medication?**

At the start of each academic year, we ask parents / carers to provide details of all medical needs, including any medication which may need to be administered during the school day. The school nursing team provide advice and support for all medical needs and all staff receive training in the administration of medicines and adhere to strict protocols and procedures. We have effective policies in place for the administration of medication, medical conditions and for intimate care. Non-prescribed medicines are generally not given in school. The only exceptions are female pupils with period pains and one-off cases in an emergency where there is a sudden pain or raised temperature and parents are not able to collect them immediately (see Medicines policy for further information). Individual protocols are developed by health professionals for the administration of emergency medication, gastrostomy feeding, and administration of oxygen and asthma control.

### **How does our school help with personal care where this is needed?**

Pupils are provided with support for any personal care routine necessary. Staff receive training in Moving and Handling, as well as assisted feeding and gastrostomy / tube feeds. (Please see Intimate Care Policy)

### **What pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils/students?**

Pupils are taught in small classes with high staff ratios. All staff are approachable, and children are given ample opportunities to discuss issues with adults. We have a school council who represent the views of the pupils about school improvement and who raise specific issues with the LAB and with the SLT.

### **What measures are in place in our school to prevent bullying?**

All staff are familiar with the school's anti-bullying policy and procedures. We work hard to establish positive relationships within the school and bullying is not tolerated. Any incident is dealt with quickly and effectively and reported to parents/carers if necessary. We have an anti-bullying policy published on the website. High staff to pupil ratios and strong relationships ensures that we have minimal incidents of this sort. We hold an annual friendship week (anti-bullying week) to provide good relationships, as well as teaching pupils about keeping safe, including using the internet. Pupils can access a symbolised shortened version of the antibullying policy.

### **What access do our pupils have to facilities and curriculum enrichment activities including day trips and school outings?**

We recognise the benefits to pupils of visits within the community to enhance the curriculum and generalise knowledge. As a fully inclusive school, all children participate in whole school, curriculum and off-site activities. The extent to which each child participates, and the levels of support received, will vary between children and over their time in the school, but we differentiate the activities and expectations to enable all children to take part.

We have a range of curriculum enrichment activities which include RDA horse riding, swimming, sailing, forest and farm school and links with other schools as appropriate to pupil's individual needs.

Throughout the year there are opportunities for participation in sporting events both with mainstream schools and with other special schools in Gloucestershire and Wiltshire. We have three minibuses both of which are wheelchair accessible. Visits which last for a whole day or are further afield, involve more comprehensive risk assessments and information is both sought from and shared with parents and carers. All children will be risk assessed. All classrooms and any area of the school used by or accessible to pupils, is also subject to a risk assessment. The SLT and EV visit coordinator oversee the process of planning and organising school trips.

An annual summer play scheme is run on the school premises, currently by Allsorts. This is open to children with severe learning difficulties, children with profound and multiple learning difficulties and pupils with SEND from mainstream schools. It takes place during two of the weeks of the summer holidays with different groups being catered for at different times.

### **What accredited and non-accredited courses do we offer for pupils with SEND?**

Pupils in Years 10 and 11 follow OCR accredited courses in Life and Living Skills and where appropriate Entry Level in English, Maths and PE. It is modular in nature so that we can design a relevant programme of work for each individual child.

### **How do we assess and evaluate the provision we have arranged for your child?**

Pupil progress is monitored throughout the year and formally discussed in their EHCP Review and at parent evenings. Progress is measured through the completion of individual learning outcomes and small steps. The academic progress of each child is currently monitored through target setting and progress made over time using the Paternoster Steps. We also moderate pupil work at internal and external moderation meetings so that we are quite sure that all our teachers' judgement of progress is accurate and secure. External assessors benchmark accreditation and exams taken by older pupils. As a school we analyse all pupil progress data to inform any areas for development/ improvement as a school or for individuals/groups of pupils.

The school is externally monitored through OFSTED and our latest report can be found on our website. The SLT monitor the quality of education the school provides to its pupils through a rigorous annual cycle of monitoring and evaluation. It reports to the LAB and Trustees regularly throughout the school year. The LAB is also active in monitoring and evaluating our provision and have an ongoing programme of policy review and school visits with a school improvement focus.

### **How does the school welcome and support new pupils and how do we arrange and support a transfer to another school/education establishment?**

Before a place is confirmed at Paternoster, a pupil will have visited the school with a parent or carer, in order to see the facilities, the classrooms and to be introduced to the teachers. Detailed information will have been requested by the school prior to the pupil starting so that appropriate planning and peer groups can be arranged.

Once a place at Paternoster has been confirmed, parents/carers and the child's current setting (if applicable) will be contacted to arrange appropriate transition. This varies depending on your individual circumstances but may include our staff visiting your child in their current setting, a home visit, transition visits to our school, multi-agency meeting and preparation of staff to meet specific medical or health needs. During transition visits to our school it may be appropriate for parents/carers to spend some time in class with their child to help them settle. We aim to ensure that all protocols, resources and equipment requirements are in place prior to your child joining us to make the transition as smooth as possible.

From Year 9 (approximately 14 years of age), staff work with pupils on a Transition Plan, which concentrates on learning outcomes as well as focusing upon transition planning to a potential new setting at the age of 16 years. The aim for the school is that both pupils and families are fully satisfied with the Post-16 placement for our pupils. We keep parents informed throughout this process and visits to the new college/school are set up for our pupils.

### **How do we prepare our pupils/students for adult life?**

Our aim is to enable all our pupils to develop the necessary life skills to be as independent as possible, and to fully prepare them for transition from school to their next placement. This will include visits to onward provision as appropriate for each individual. We offer a careers programme and opportunities as appropriate, for our young people to learn about the world of college and work. When a pupil leaves our school, we make sure that all appropriate paperwork and information is shared with the receiving setting, and we encourage staff from those settings to spend time with the pupils prior to their transition.

### **Where can you find our SEND policy?**

Our SEND policy is available on the school website and parents/carers can request a paper copy.

### **What role do the Governors have?**

All Governors have a general SEND responsibility. There are specific governors with responsibility for Children in Care and Safeguarding. We link Governors to specific areas of school improvement, curriculum areas and classes.

### **What can you do if you have an issue?**

The first point of contact for anything relating to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet, but to contact us on an ongoing basis. Please either telephone or use the Home School Diary system if you would like to discuss your child's needs.

For other matters not directly relating to your child's progress, parents are invited to contact our main office, who will be able to give advice or arrange for a member of staff to contact you. Transitioning to a special school for your child can be a very daunting time and we have parents and Parent Governors who are happy to talk with prospective parents to share their experience and answer questions about Paternoster from their perspective.

Our Complaints procedures can be requested from the school if you wish to make a formal complaint.

### **How can parents/carers arrange a visit to our school? What is involved?**

Please contact the school on 01285 652480 to arrange a mutually convenient time for a visit. The visit will usually involve a tour of the school and informal discussion with either the Headteacher or Assistant Heads.

### **Who can you contact for more information?**

Please contact the school on 01285 652480 or email [admin@paternoster.sandmat.uk](mailto:admin@paternoster.sandmat.uk), and your query will be directed to the correct member of staff.

**Reviewed and updated October 2023** by the Headteacher

**Next Review date:** October 2024