



Shenstone Lodge School

SEN INFORMATION REPORT 2017 and 2018

What kinds of Special Educational Needs provision is made at Shenstone Lodge School ?

Shenstone Lodge School is a Primary and Secondary, split site special school that educates and supports students with Social Emotional and Mental Health needs. Our inclusive philosophy aims to support parents, carers and students, so that their journey through our school is smooth, successful and anxiety free.

All students at Shenstone Lodge have statement of Special Educational Needs or an Education, Health and Care Plan which describes the specific need of the child and indicates what is required to support their education.

What are the school admission arrangements for pupils with SEN or disabilities?

These arrangements are available on the web site.

How do Shenstone Lodge identify and assess children's individual special educational learning needs?

All students take part in an induction process which acts as an assessment period.

When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.

If parents tell us that they think their child has an additional special educational need to that detailed within the EHCP/statement we will discuss this with them and assess the child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Educational Psychology or Speech Therapy – we always share our findings with parents/carers and the next steps we need to take.

If teachers feel that a child has a special educational need this may be because they are not making the same progress as other pupils. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success (getting back on track). We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests/assessments/further observations to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school become concerned about your child you will be contacted by their class teacher in the first instance and then by the school's head or assistant head of school.

How do Shenstone Lodge assess pupil progress towards the outcomes we have targeted for pupils?

How do Shenstone Lodge review this progress so that pupils stay on track to make at least good progress?

We use an online system to track pupil attainment and progress against targets, called SOLAR. This information is then used by teachers, subject leaders and the Senior Leaders to ensure that we are targeting the correct children for additional maths, writing or reading support. This information is also used to target pastoral support. This may be help from the WellBeing team to support the child with emotional regulation, conflict resolution or any other matter which causes the child challenges whilst at school.

We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress.

Parents are invited to a special review meeting each term, or more often if necessary, where we discuss progress and set learning plans outlining small step progress targets. These are set in consultation with parents and other professionals involved in the care and education of the child. The EHCP will be updated so that all parties have an up to date document with which to work.

Teachers use assessment every day to inform their planning, ensuring that planning is personalised for each individual child. Our school leaders analyse the progress of every child each half term, and these results are discussed with class teachers. Each teacher plans targeted interventions for all children who's progress is causing concern, and liaises with the subject leads and the senior leadership team about the appropriateness of interventions for children whose needs fall outside normal classroom differentiation. We adapt our teaching to suit the needs of individuals wherever possible.

We use staff meetings to moderate anonymous pieces of work, the purpose being to check assessment judgements are correct. We externally moderate work with other schools who also use the same assessment programme, SOLAR.



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We set challenging targets that are based on nationally agreed guidelines on progress

How do Shenstone Lodge involve pupils and their parents/carers in identifying special educational needs and planning to meet them?

We are child and family centred so parents and children can expect “no decision about me without me”. Children are encouraged to attend review meetings, if they feel confident enough to, and their views are always recorded in whatever format possible.

When we assess special educational needs we will discuss with parents if your child’s understanding and behaviour are the same at school and home; we take this into account and work with parents so that we are all helping the child in the same way to progress.

We hold review meetings regularly allowing all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps, usually in the form of personalised targets and interventions.

We use home learning to repeat and practice activities that are new and presenting a challenge to a pupil. If parents have any concerns about home learning they must speak to the child’s class teacher.

Our school website offers parents ‘links’ directing parents to a wide range of support services for parents, pupils and families.

Our staff are available at mutually convenient times to discuss any concerns parents may have about their child, or to share information that either party feels would be useful to the other. Due to the dislocation of the Shenstone site from parents, staff always make themselves available by phone or e-mail.

Parents/carers are provided with overviews of learning for each half term. This tells parents about the sort of learning taking place, so that parents or carers can discuss these at home.

We have a wide range of learning activities available on our website that parents can access with their children at home.

We encourage parents to use our Class Dojo system where they can, at any time, log in to see how their child is coping at school. Parents can also use this to send messages to the school.

How do Shenstone Lodge modify teaching approaches for individual pupils?

All our staff receive on-going training in a variety of approaches which means that we are able to adapt to a range of SEN: - specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; speech, language and communication needs; and behavioural, social and emotional difficulties.

We are a very inclusive school. Wherever possible children are taught alongside their peers in clearly differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils’ needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.

All our staff adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best – our school motto is “BE THE BEST YOU CAN BE”.

We use additional schemes/materials so that staff can use as a resource to ensure work is always at the right level for pupils with special educational needs, or those who are gifted and talented.

The school also has an on-going continuing professional development (CPD) schedule for all teachers, LSPs, the well-being team and the care team which cover all areas of the curriculum.

How do Shenstone Lodge use other adults in school to support pupils with special educational needs or disabilities?

Our staff are able to undertake in-class support, small group work or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities.

Our Safeguarding Manager is a very supportive member of the team with an excellent knowledge of how to support our children and their families. She provides regular updates to staff.

Our Head and Assistant Head of School analyse pupil performance data half termly to ensure every child is making the best possible progress.

We have a dedicated Educational Psychologist, who visits our school regularly to observe and assess pupils, and offer advice and support to school staff, pupils and parents.



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How do Shenstone Lodge use specialist resources to support pupils with special educational needs or disabilities?

We have intervention rooms that are available for specialist groups such as academic support, Pragmatics, Circle of Friends, Social Inclusion groups, expressive language, sensory issues, social and emotional help and support. Our staff delivering interventions make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers. We have a wide range of engaging reading materials e.g. Rapid Reading, iPad reading apps and high interest schemes for struggling older readers. We have a wide range of ICT equipment available to help motivate pupils and access learning. These include I-pads and laptops. We use workstations and equipment such as countdown timers for pupils who need it. We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating, or handrails and steps in toilets if required. We use a range of software on our school website to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners e.g. Squeebles. The school is accessible to wheelchair users, although sometimes differing routes may be needed around school.

What extra support do Shenstone Lodge bring in to help parents/children with SEN?

We can access support from specialist teachers for advice about accessing the curriculum and SEND related needs such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism. Our local authority provides educational psychologist support for assessment, advice and training. We get support from speech and language therapy (SALT) through our own speech therapist to train our staff and advise on strategies and programmes. We refer pupils for assessment if we believe they need a period of therapy. We liaise with the School's Nursing team regularly and they offer regular programmes of work to our children in relation to relationships, puberty, safety etc. We seek support through our school nursing service in regards to occupational therapy and physiotherapy for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities.

What other activities are available at Shenstone Lodge for pupils with SEN in addition to the curriculum?

Some activities are offered after the school day such as football and judo, however we are developing a wider range of in-school enrichment activities to meet the needs of day pupils. Pupils with SEN are included, and are offered one-to-one support where needed to support access. We have regular educational visits, and many visitors to school bringing our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. Children in the School Council (ChangeMakers at the Shenstone site) contribute directly to the development of our school. Shenstone Lodge site also have a residential provision, which operates Monday – Thursday evenings. This residential provision offers a 24 hour curriculum, thoroughly enriching the learning and lives of our children.

How do Shenstone Lodge support pupils in their transition into our school and when they leave us?

Parents and children who are joining our school visit the school before they start. We write individual transition plans in collaboration with staff from the previous school and the key professionals who are already familiar with the needs of the child. This ensures a smooth and supportive start to life in our school. This is also a chance to make specific arrangements for specific children. Transitioning out of Shenstone is completed very carefully, with appropriate places being sought in conjunction with the LEA. Detailed planning is required and heavily supported by both schools.



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How does additional funding work?

Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including most types of equipment). The local authority will top-up funding for pupils with a high level of need.

If a pupil's education, health and care plan identifies the anticipated level of funding required to support your child. Parents will be told if they are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

Where can pupils get extra support around our school?

We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.

Our children are made aware of the support that surrounds them in school. They know who to talk to if that are worried or have any concerns they want to share. Our open door policy means that they have access to the head of school or assistant head of school at all times. We want safe, happy, learners.

We have a high level of staffing, to ensure children are well supervised and well supported.

The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are.

Where can Shenstone Lodge parents or carers get extra support?

The Sandwell Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities. Their contact details are:

Sandwell Parent Partnership

Unity House

6 Unity Place

Oldbury

B69 4DB

Telephone: 0121 552 0047

It may sometimes be necessary to leave a message.

Email: sandwellparentpartnership@prospects.co.uk

Our Safeguarding Managers (based on each site) can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child e.g. the local Children's Centre.

Parents can find a copy of the Local Authority's Offer (information about what the LEA should do to support schools/parents and children) on <https://www.sandwell.gov.uk/send>. The school's information about we can offer parents and children can be found at www.shenstonelodge.co.uk.

What can Shenstone Lodge parents/carers can do if they are not satisfied with a decision or what is happening?

Our school operates an open door policy. Parents' first point of contact is the child's class teacher, who is always available at a mutually convenient time or in the case of an emergency then they can be seen immediately. In addition, our Safeguarding Manager or Heads of School are here to listen to your concerns. If parents are not satisfied that their concern has been addressed then they may speak to the Executive Head Teacher at any time. If he cannot solve your issues, then parents may speak to any of our school governors.

If parental concern is with the local authority, follow a similar path. The person who will log and track your complaint is the Executive Head Teacher.

The local authority has a multi-agency panel who consider unresolved issues. Parents are entitled to appeal against any decision made about their child. They will offer parents an independent mediator. The mediator will try to help parents agree a resolution with the local authority.

Contact details are on the school complaint policy.