



Shenstone Lodge School

SEN INFORMATION REPORT 2019 and 2020

What kind 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 School have an Education, Health and Care Plan (EHCP), which describes the specific need of the child and indicates what is required to support their education.

What are the school's admission arrangements for students with SEN or disabilities?

Shenstone Lodge only admits students with EHCPs. Our admissions process is set out by Sandwell MBC SEN services.

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

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

When students 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 we will discuss this with them and assess the child accordingly. Often these assessments will be carried out by the school, sometimes school seeks advice from more specialised services such as Educational Psychology or Speech and Language 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, not identified in the EHCP, we will arrange for the necessary tests/assessments/further observations to be made to pinpoint what is causing difficulty. This will help us to decide as suitable course of action and intervention. If school

becomes concerned about your child you will be contacted by the most relevant member of staff, this could be a key worker, class teacher or a member of the Senior Management Team.

How do Shenstone Lodge School assess student progress towards the outcomes we have targeted for students?

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

We use an online system to track student 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 students for additional maths, writing or reading support. This information is also used to target pastoral support. This may be help from the Well Being team to support the child with emotional regulation, conflict resolution or any other matter that causes the child challenges whilst at school.

Parents are invited to EHCP review meetings , 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 students whose progress is causing concern, and liaises with the subject leads and the senior leadership team about the appropriateness of interventions for students 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 and internally moderate work.

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

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

We are child and family centred, so parents and students can expect close working. Students 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 as appropriate to repeat and practice activities that are new and presenting a challenge to a student. 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, students 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 feel 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 students 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. For the older student in the school we will text information we feel is pertinent and encourage parents to come and see us for more information.

How do Shenstone Lodge School modify teaching approaches for individual students?

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; PDA, ODD, speech, language and communication needs; and behavioural, social and emotional difficulties.

We are a very inclusive school. Wherever possible students are taught alongside their peers in clearly differentiated groups. Teachers adapt their teaching constantly in order to cater for their students' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give students 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 ethos on the Primary site is SAFE, HAPPY, LEARNING and on both sites we drive students to exceed their personal boundaries.

We use additional schemes/materials to ensure work is always at the right level for students 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 School use other adults in school to support students 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 students with special educational needs or disabilities.

Our Safeguarding Managers are very supportive members of the team with an excellent knowledge of how to support our students and their families. They provide regular updates and training to staff.

Our Senior Team analyse student 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 students, and offers advice and support to school staff, students and parents.

How do Shenstone Lodge School use specialist resources to support students 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 students 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. These can be accessed with coloured overlays to assist students with contrast difficulties and coloured paper for written work should the need arise.

We have a wide range of ICT equipment available to help motivate students and access learning. These include I-pads and laptops.

We use workstations and equipment such as countdown timers for students 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 students engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners e.g. Squeebles, Mathletics and Accelerated Reader

The majority of the school is accessible to wheelchair users, although sometimes differing routes may be needed in order to access some areas.

What extra support does Shenstone Lodge School bring in to help parents/students 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) services to train our staff and advise on strategies and programmes. We refer students for assessment if we believe they need a period of therapy.

We liaise with the Schools' Nursing team regularly and they offer regular programmes of work and drop in sessions to our students in relation to relationships, puberty, safety etc.

We seek support through our school nursing service in regards to occupational therapy and physiotherapy for students who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of students with disabilities.

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

Enrichment opportunities are built in to our timetable to support students develop a broad range of skills, both pastoral and academic. Those with additional SEN are included, and are offered one-to-one support where needed to support access. Activities include horticulture, Judo, sporting fixtures and music lessons.

We have regular educational visits, and many visitors to school bringing our curriculum to life. Students with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed.

Students in the School Council (Change Makers at the Shenstone site) contribute directly to the development of our school.

The Shenstone Lodge site also has a residential provision, which operates Monday – Thursday evenings. This residential provision offers a 24 hour curriculum, thoroughly enriching the learning and lives of our students.

How does Shenstone Lodge School support students in their transition into our school and when they leave us?

Parents and students who are joining our school visit the school before they start.

We also liaise with the students previous school and other key professionals who are already familiar with the needs of the student. This ensures a smooth and supportive start to life in our school.

This is also a chance to make specific arrangements for a specific student if necessary.

Transitioning out of Shenstone Lodge School is completed very carefully, with appropriate places being sought in conjunction with a wide range of stakeholders. Detailed planning is required and heavily supported by both schools.

Where can students get extra support around our school?

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

Our students are made aware of the support that surrounds them in school. They know who to talk to if they are worried or have any concerns they want to share. Our open door policy means that they have access to the senior team at all times. We want safe, happy, learners, leading to confident, self-reliant adults.

We have a high level of staffing, to ensure students 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 School parents or carers get extra support?

The Sandwell Parent Partnership Service can offer advice and support to parents of students 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 Students' Centre.

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

What can Shenstone Lodge School 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 sooner. 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. If he cannot resolve your issues, then parents may speak to the Chair of Governors.

If the complaint relates to the LA, 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's complaints policy.